DOCUMENT RESUME

ED 162 247 CG 013 047

TITLE A Resource and Reference Guide for Education and Leisure Activity Managers and Personnel in the Federal Prison System. Education Handbook.

INSTITUTION Federal Prison System, Washington, D.C. Education Services Section.

PUB DATE Jun 78

NOTE 266p.

EDRS PRICE MF-$0.83 HC-$14.05 Plus Postage.

DESCRIPTORS *Administrative Personnel; *Correctional Education; *Corrective Institutions; *Federal Government; Institution Libraries; Leisure Time; *Prisoners; *Program Development; Recreational Programs; Resource Guides

ABSTRACT

The purpose of this guide is to help the Bureau of Prisons develop programs based on a balanced philosophy that recognizes that punishment, deterrence, incapacitation and access to opportunities for self-improvement are all valid purposes of incarceration. The Bureau's basic objectives are, first, to provide a safe and humane environment for inmates and staff; and second, to increase the number of inmates who achieve a successful adjustment upon release to the community by offering offenders a wide variety of opportunities for work, job training, education and counseling. Designed for Education Supervisors and Assistant Supervisors, the guide covers every area of a manager's responsibility as it relates to the operation of an Education Department. It deals with a wide range of topics, from administrative procedures and program evaluation through specific components such as legal libraries and leisure activities. In addition to being a resource book, it can also serve as a "how to do it" guide for education managers who wish to establish meaningful programs. (Author/EP)

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ED162247

EDUCATION HANDBOOK

A Resource and Reference Guide For Education and Leisure Activity Managers and Personnel in the Federal Prison System

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Education Services Section
Federal Prison System
Washington, D. C.
June, 1978

GG 013047

EDUCATION SERVICES HANDBOOK

TABLE OF CONTENTS

Section	Page
100 Introduction	100.0 - 100.6
101 Purpose of Handbook	100.0
102 Mission	100.0 - 100.1
103 Organization Charts	100.0 - 100.6
103.1 Federal Prison System	100.2
103.2 Correctional Programs Division	100.3
103.3 Inmate Programs Services Branch	100.4
103.4 Education Services	100.5
103.5 A Typical Education Department Organization Chart	100.6
200 Administrative Responsibilities and Procedures	200.0 - 200.37
201 Goals, Definitions, and Guidelines	200.0 - 200.3
201.1 How to Handle Some Typical Problems	200.1 - 200.2
201.2 Annual Plans of Action	200.3
202 Admission and Orientation Responsibilities	200.4 - 200.9
202.1 Interviewing	200.4
202.1.1 Education Data	200.4
202.1.2 Personal History Data Form BP-6	200.4 - 200.6
202.1.3 Education Handbooks	200.6
202.2 Testing	200.6 - 200.8
202.3 Unit Education Advisor/Representative	200.8 - 200.9
202.4 Optional Programming	200.9

203 Inmate Program Reporting System (IPRS)	200.9 - 200.10
204 Supervision of Programs	200.10 - 200.17
204.1 Determining the Need for Programs	200.10 - 200.11
204.2 Model Program	200.11
204.2.1 Model Program Chart	200.12
204.3 Evaluating the Effectiveness of Programs	200.13 - 200.15
204.3.1 Internal Evaluation	200.13 - 200.14
204.3.2 External Evaluation	200.14 - 200.15
204.4 Evaluating the Effectiveness of Staff	200.15
204.4.1 Contract Staff	200.15
204.4.2 Civil Service Staff	200.16 - 200.17
204.5 Staff Meetings	200.17 - 200.18
205 Budget Planning and Management	200.18 - 200.29
205.1 Sources of Education Funds	200.18 - 200.20
205.2 Zero Based Budgeting	200.20 - 200.21
205.3 Preparing an S&E Budget	200.21 - 200.26
205.3.1 Budget Request Form Education Cost Center	200.22
205.3.2 Education Budget Request Part-Time & Consultant Services	200.23
205.3.3 Education Budget Cost Centers - Summary of Requirements - Part-Time and Fee Contractors/ Consultants	200.24
205.3.4 A Suggested Method for Budget Preparation	200.25 - 200.26
205.4 Preparing an FPI Funded Vocational Training Budget	200.26 - 200.29
205.4.1 Vocational Training Budget Request - A	200.27
205.4.2 Vocational Training Budget Request - B	200.28

206 Auxiliary Responsibilities	200.29 - 200.32
206.1 Incoming Publications	200.30
206.2 Inmate Manuscripts	200.30 - 200.31
206.3 Special Purchase Orders & Mail Room Permits	200.31 - 200.32
206.4 Staff Duty Roster	200.32
207 Custody and Security Responsibilities	200.32 - 200.33
208 Membership in Professional Organizations	200.33 - 200.34
209 Staff Training	200.34 - 200.37
209.1 Civil Service Courses	200.34 - 200.35
209.2 Staff Training Center Courses	200.35
209.3 Institution Conducted In-Service Courses	200.35 - 200.36
209.3.1 Departmental In-Service Training	200.36 - 200.37
209.4 Other Sources of Training	200.37
300 Program Scope and Content	300.0 - 300.30
301 The Learning Resource Center	300.0 - 300.1
301.1 Placement Test & Individual Prescriptions	300.1
301.2 Interest Survey & Profile of Student Needs	300.1 - 300.2
302 GED Program	300.2 - 300.4
303 Postsecondary Programs	300.4 - 300.7
304 Study Release	300.7 - 300.8
305 Occupational Education Programs	300.8 - 300.11
305.1 Exploratory Training	300.9
305.2 Vocational Training	300.9
305.3 On-the-Job Training	300.10
305.4 Apprentice Training	300.10 - 300.11

306 Correspondence Courses	300.11 - 300.13
307 Library Services	300.13 - 300.14
307.1 Physical Layout of Library	300.13
307.2 Materials Available Through Inmate Library Services	300.13
307.3 Sources of Library Books	300.13 - 300.14
307.4 Spanish Language and Other Non-English Publications	300.14
308 Legal Libraries	300.14 - 300.17
308.1 Physical Layout and Location of Legal Library	300.15
308.2 Hours of Operation	300.15
308.3 Staffing and Responsibility for Legal Library	300.15 - 300.16
308.4 Content of Legal Library	300.16 - 300.17
308.5 Reproduction of Legal Reference Material	300.17
309 Leisure Activities	300.17 - 300.22
309.1 Objectives	300.18
309.2 Athletics	300.18 - 300.20
309.3 Cultural and Social Activities	300.20
309.4 Movies and Stage Shows	300.20 - 300.21
309.5 Hobbycraft	300.21
309.6 Inmate Involvement	300.21 - 300.22
309.7 Staffing Patterns	300.22
310 Social Education	300.23 - 300.25
310.1 Definition and Purpose	300.23
310.2 Role of Education Services in Social Education	300.23
310.3 Role of Leisure Activities in Social Education	300.24

310.4 Role of Psychology and Chaplaincy Services in Social Education	300.24
310.5 Staff Modeling	300.24
310.6 Role of Social Education Coordinator	300.25
311 Pre-Release Preparation	300.25 - 300.27
312 Special Programs	300.27 - 300.30
312.1 Artist-in-Residence	300.27 - 300.28
312.2 Artists-in-Prison (Performing Arts)	300.28
312.3 Visiting Room Programs	300.28 - 300.30
Appendix I - Course Offerings	400.0 - 400.13
Appendix II - List of Education Staff	500.0 - 500.38
Appendix III - Resource Materials	600.0 - 600.9
Appendix IV - Education Related Policy Statements	700.0 - 700.2

100. INTRODUCTION

101 Purpose of Handbook

This publication is designed to serve as a resource handbook for Education Supervisors and Assistant Supervisors. Every effort has been made to make the handbook as comprehensive as possible, covering every area of a manager's responsibility insofar as it relates to the operation of an Education Department.

It is the overall policy of the Bureau of Prisons to provide in each institution, as comprehensive an education, training and leisure activity program as space and resources permit. This handbook describes the type of activities which should appropriately take place in each federal correctional institution in order to meet this goal.

In addition to being a resource book, this handbook is intended to be a "how to do it" guide for enterprising education managers who wish to establish meaningful programs.

This handbook also contains all current Bureau Policy Statements which relate to the responsibilities of an Education Supervisor, and the effective management of programs and personnel.

The handbook is directed primarily toward education managers; however, teachers and leisure activity staff can also find it useful.

Publication of this handbook is not intended as a one time event. The Education Section of the Central Office plans to review and revise the handbook as often as necessary so that it will remain complete and up-to-date. Pages are numbered in a manner to facilitate required modifications. In keeping with this objective, suggestions from field personnel are always welcome. Suggestions for additions, changes or revisions in the handbook should be forwarded to the Central Office, through the appropriate Regional Education Administrator. Regional Administrators are invited to comment on these as well as their own suggestions.

102 Mission

The primary mission of the Bureau of Prisons is to protect society by carrying out judgments imposed by Federal Courts. The Bureau's mission is to develop programs based on a balanced philosophy that recognizes that punishment, deterrence, incapacitation

and access to opportunities for self-improvement are all valid purposes of incarceration. The Bureau's basic objectives include:

-- Providing a safe and humane environment for inmates and staff.

-- Increasing the number of inmates who achieve a successful adjustment upon release to the community by offering offenders a wide variety of opportunities for work, job training, education and counseling.

A secondary mission of the Bureau is to provide leadership and assistance to state and local correctional agencies when requested to do so.

The goal of the Education Services within the Federal Prison System is to assist inmates to acquire maximum post-release employability by providing occupationally oriented programs. The fulfillment of this objective requires that Education Departments offer education and training opportunities comparable to those available in the free world.

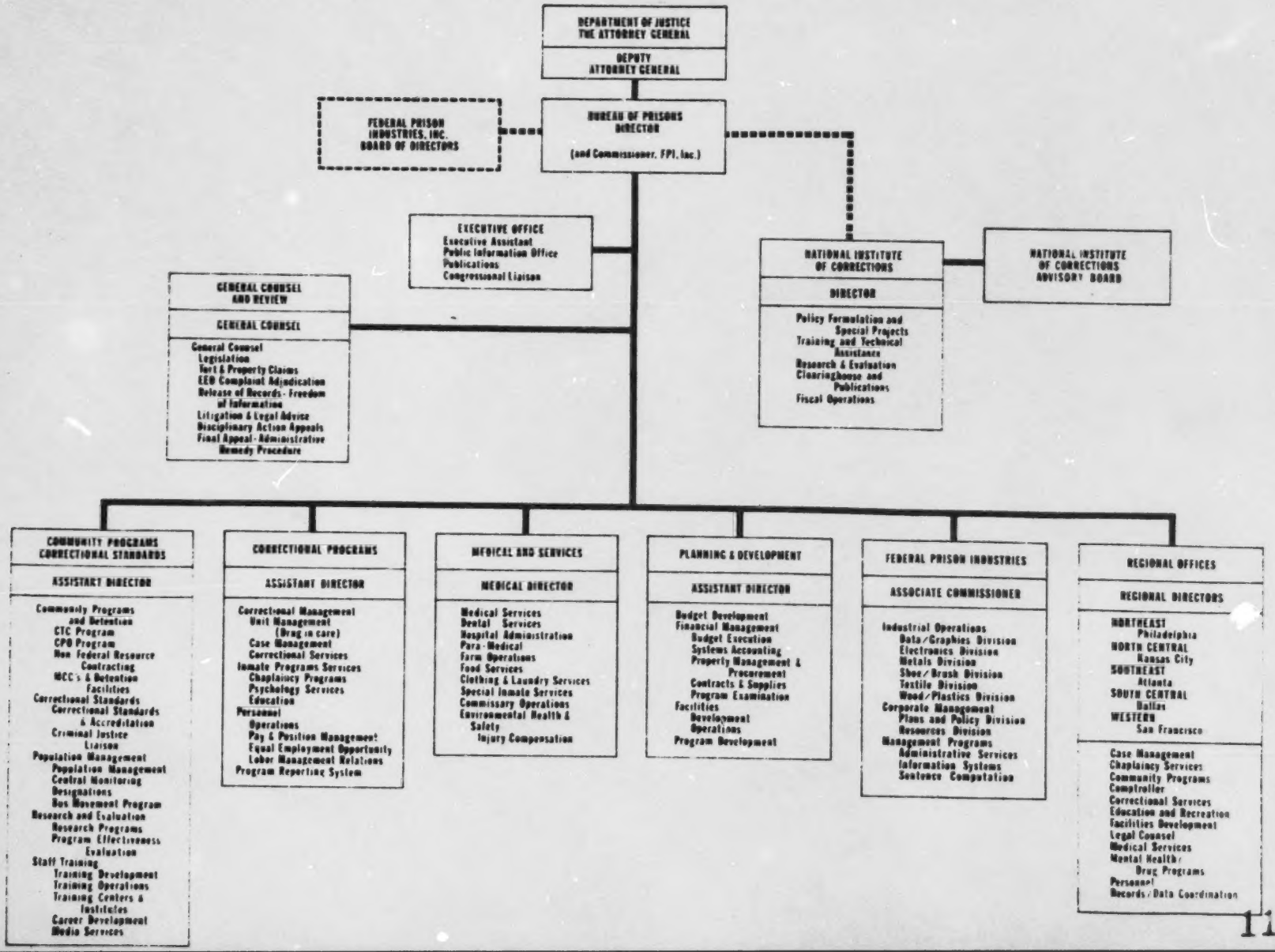
103 Organization Charts

The following charts which immediately follow this section describe the administrative organization of the Federal Bureau of Prisons and those administrative units which directly impact Education Services in the Bureau.

103.1 Federal Prison System
103.2 Correctional Programs Division
103.3 Inmate Program Services Branch
103.4 Education Services
103.5 A Typical Education Department Organization Chart

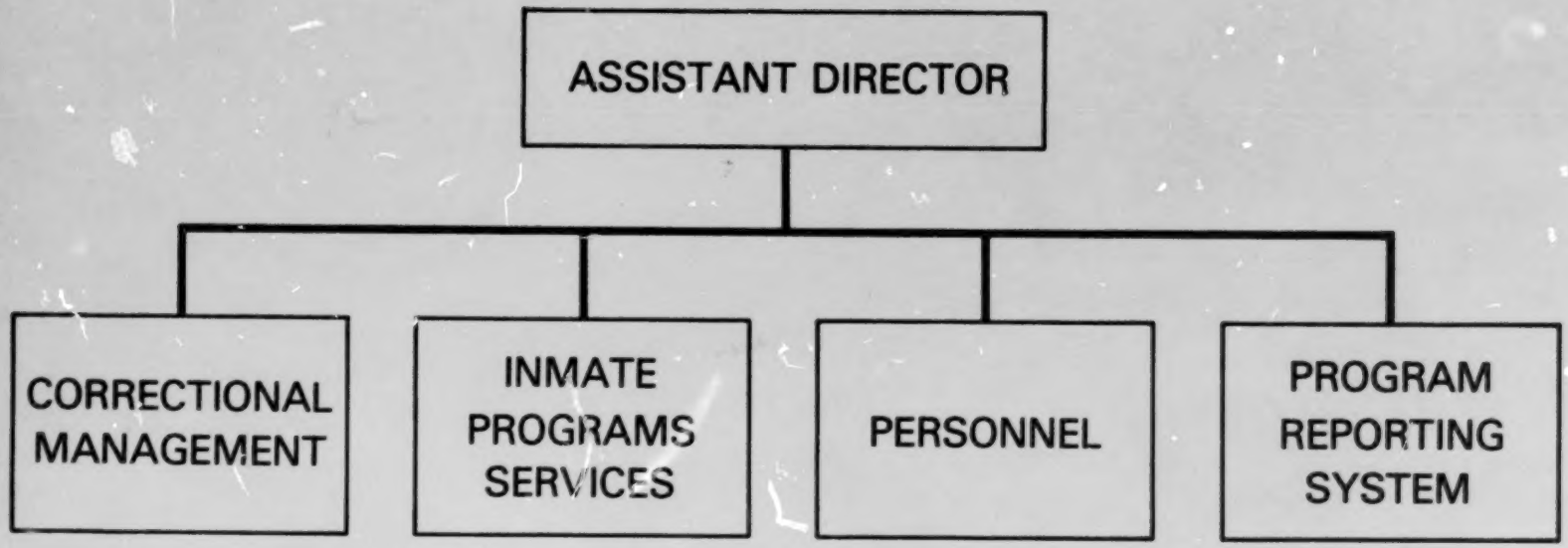
103.1

FEDERAL PRISON SYSTEM



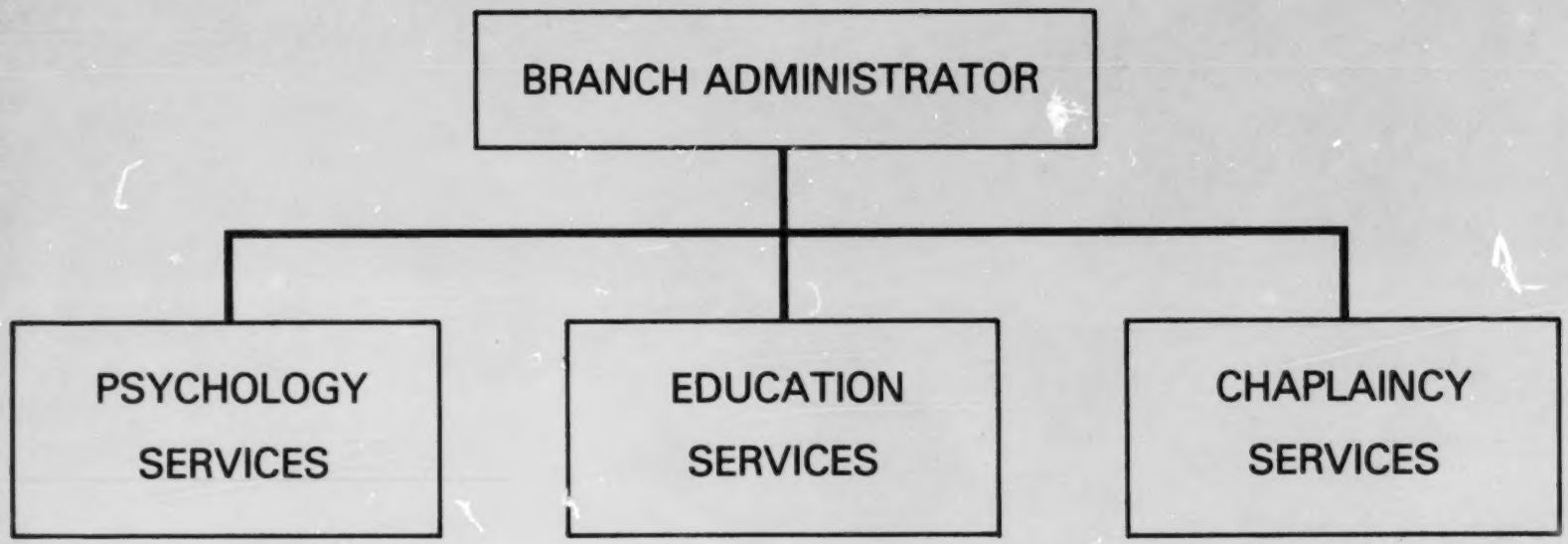
103.2

CORRECTIONAL PROGRAMS DIVISION



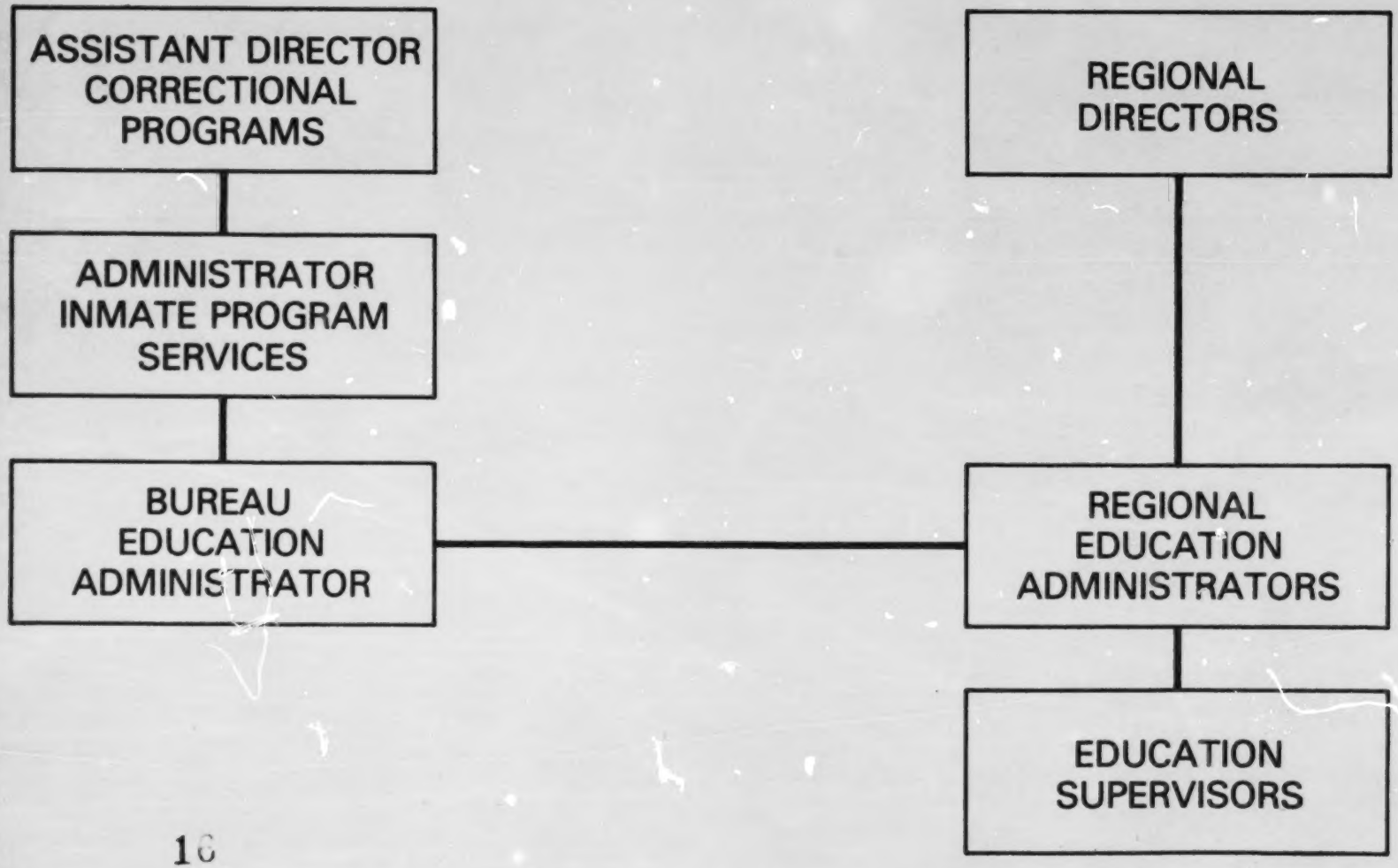
103.3

INMATE PROGRAM SERVICES BRANCH



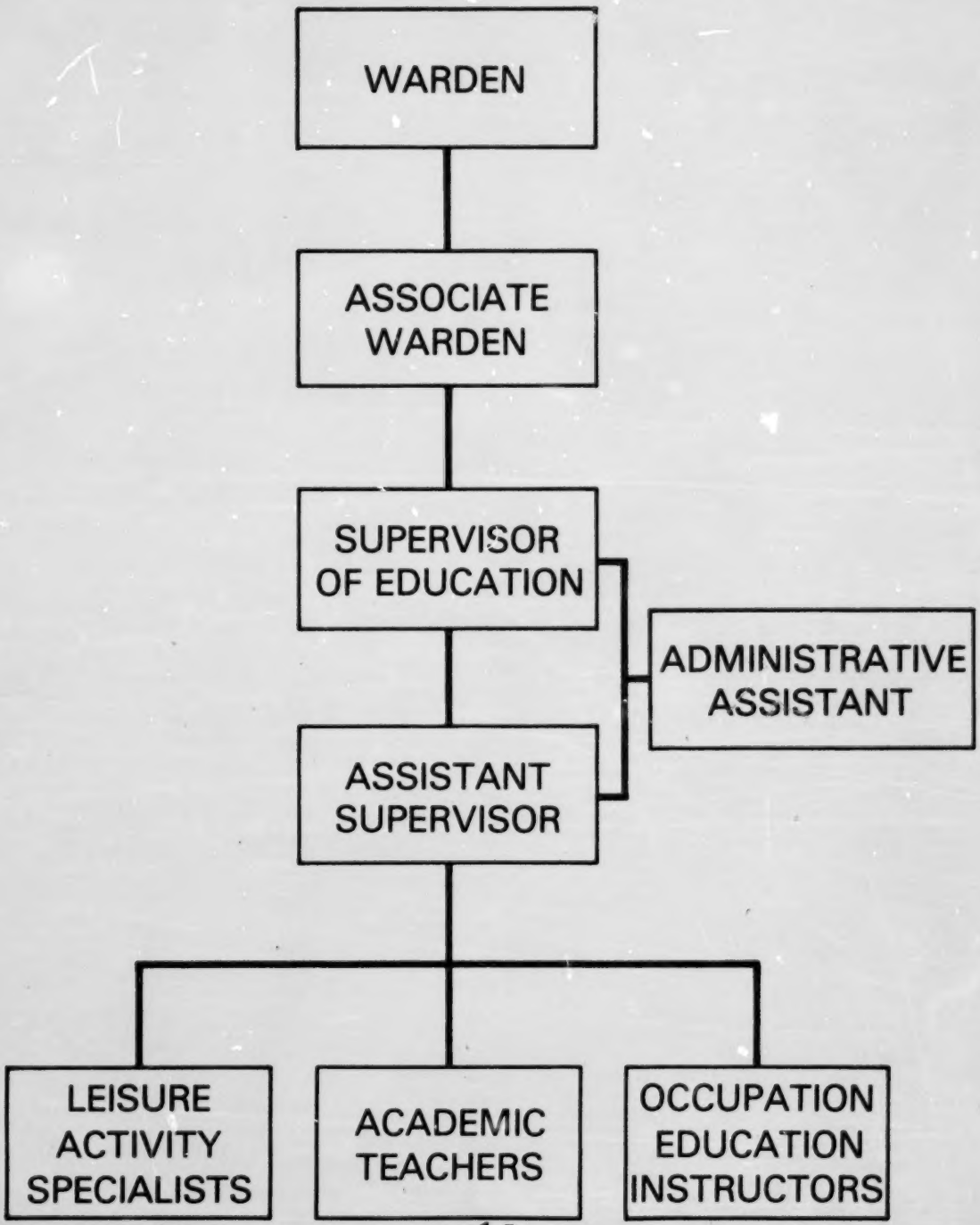
103.4

EDUCATION SERVICES



103.5

A TYPICAL EDUCATION DEPARTMENT ORGANIZATION CHART



200. ADMINISTRATIVE RESPONSIBILITIES AND PROCEDURES

201 Goals, Definitions, and Guidelines

Policy Statement 7300.63B sets forth minimum standards and guidelines to be followed by all institutions in the operation of education and training programs. These guidelines represent an effort to establish coordination and cooperation among all institutions, functioning as a part of one system, united in striving to achieve common goals. These guidelines also establish goals against which program effectiveness can be measured.

An Education Supervisor may encounter some obstacles in meeting the standards established in Policy Statement 7300.63B. The nature of these obstacles will vary among institutions. However, some are predictable:

1. Custody considerations: e.g. coverage of education areas by appropriate staff during evening, Saturday and Sunday hours; required scheduling of students for full day in lieu of preferred half-day or shorter periods of time.

2. Availability of staff to cover all programs especially on weekends and holidays.

3. Competition of industries, institutional maintenance and other programs and services with education and leisure activity programs.

4. Inmate indifference toward program opportunities.

5. Availability of funds for a balanced education and leisure activities program.

No obstacle, however, need be insurmountable. Qualified Education Supervisors are generally creative, innovative and equal to the challenges represented by these obstacles. Education Supervisors can be counted on to find ways to staff Learning Centers and to provide leisure-time opportunities during evening hours and on weekends; to insure that each instructor has maximum contact with as many students as possible per day; to stimulate inmate interest in educational and leisure activity programs; and to explore ways to expand programs beyond limitations imposed by budgets.

Each Supervisor should realize that the problems encountered in operating a program are not unique to one institution, nor do Education Supervisors necessarily have more obstacles to overcome in carrying out education programs than do other department heads in the same institution. It is the unique responsibility and challenge of each Education Supervisor to establish and maintain educational, vocational, and leisure activity programs that will blend smoothly with the overall operation of particular institutions and, at the same time, move toward meeting applicable Bureau goals and objectives.

201.1 How to Handle Some Typical Problems

1. Security and custody considerations: Education staff, particularly the Supervisor, should initiate cooperative relationships with custodial staff to insure mutual respect and concern for each others responsibilities and goals; for example, by attending, from time-to-time, the regular correctional supervisor meeting or by inviting the chief correctional supervisor to attend education staff meetings. Communication should be frequent, and open and problems addressed as soon as they arise. Education staff should provide contact and continuity of education programs to inmates in administrative detention, assist in the provision of effective supervision of special programs (study release, town-trips for job interviews or special examinations, etc.). The goal here is to appreciate the need for both effective security and positive programs.

2. Staff coverage: corrections is a 24 hour, 7 day per week activity. Education and leisure activity programs cannot be limited to daytime or week days only. Programs need to be offered and supervised during evening hours, weekends and sometimes on holidays. Rotation of hours, surveys to identify staff who prefer to work other than day shifts or week days, effective use of contract staff or volunteers and similar approaches can help provide program coverage. When all else fails, it will be necessary for the education supervisor to assign staff to cover required program hours.

3. Competition for inmate time: There is no simple or uniform way to meet this problem. Education staff should be involved with classification and unit management teams, institution planning task forces and other inter-department or institution-wide administrative groups to insure that the importance of assigning inmates, in need, to appropriate education and training programs is recognized in classification and assignment decisions. If

programs are under-utilized and are not cost-effective, these matters should be discussed with the Associate Warden responsible for supervision of education programs.

4. Inmate Motivation: The education area should be an attractive and eventfull area of the institution so that it will attract students. The education story should be communicated to prisoners during orientation and admission procedures in a stimulating and effective manner. Video-tapes and brochures which describe programs and instructors, job opportunities and post-release implications of training and other realistic and well throught-out overtures should be made early and as often as possible.

5. Funds: The education and training budget is only one resource available to the education administrator. Community based (sometimes "free") instructors are often available through local school districts, boards of education, community and junior colleges, volunteer organizations, etc. Basic education opportunity grants (BEOG), Supplementary Education Opportunity Grants (SEOG), Veterans Benefits, Vocational Rehabilitation Benefits, special pilot-demonstration grants (Comprehensive Employment and Training Administration CETA) may be available to supplement programs supported by Bureau funds. Each education supervisor should study the community and state in which an institution is located, as well as Federal legislation, to identify these supplementary sources of funds and staff. All education staff should read the monthly Clearinghouse Distribution releases prepared by the Central Office Education Staff, as well as Correctional Comments, prepared monthly by the Correctional Programs Division. These publications often refer to outside assistance opportunities.

6. Use of Inmate Instructors: Since the size of the education department's professional staff will affect the extent and kind of programs offered, it may be desirable from time to time, to seek the assistance of inmates to serve in teaching roles.

It is the Federal Prison System's policy that inmates with professional training and experience may be assigned to jobs where they can utilize their training and experience, when appropriate. Inmates with the proper background may be used to teach non-accredited courses and may be utilized as teachers aides in accredited courses.

Under no circumstances should inmate instructors be permitted to evaluate other inmates in accredited courses or in courses that are offered in preparation for the GED test. Evaluation in these courses should always be performed by professional staff members.

201.2 Annual Plans of Action

In accordance with the provisions of Policy Statement 7300.63B, Supervisors of Education are required, annually, to prepare a Plan of Action for the fiscal year beginning October 1. These plans should outline the goals that Supervisors expect their departments to achieve during the upcoming fiscal year. They should be submitted to the chief executive of the respective institutions by July of each year, with a copy to the corresponding Regional Education Administrator and the Education Administrator, Central Office.

Policy Statement 7300.63B provides that the Plan of Action from each Education Supervisor should reflect the standards outlined in the Policy Statement and specific quantitative goals for each major program area.

All programs are evaluated annually by Regional Education Administrators and their reports can serve as the basis for each Education Supervisor's review with appropriate staff of program achievements and the need for additional planning.

202 Admission and Orientation Responsibilities

202.1 Interviewing

Education Supervisors, in addition to being Master Teachers, capable administrators and farsighted planners, must also be able promoters. They must be ingenious in finding ways to convince potential students that acquiring a trade or a higher level of education is in their own best interest. Frequently, education programs are in competition with prison industries' paid employment, institution maintenance assignments, movies, T.V. or the lure of numerous social or recreational activities. The Educator must constantly search for ways to help people think of and plan for tomorrow when they may be accustomed to thinking of only today.

Perhaps one of the best and most common ways to promote an education program is through the Admissions and Orientation (A&O) interview. The education department should insure that the A&O interview is used to good advantage to familiarize potential students with program opportunities.

202.1.1 Education Data

The Education Department in each institution is required to complete the Education data portion of BP Form 6 on each new committment. A copy of this form is sent to the inmate's central file and is used by the classification team for initial classification purposes. The A&O interview is a good time to obtain the education data required by the BP-6 form.

202.1.2 Personal History Data Form BP-6

The following BP-6 form contains a variety of personal history information about each inmate. The following items must be filled in by the Education Department.

22. Highest school grade completed

23. Age at completion

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202.1.2

1. REGISTER NUMBER	2. NAME (LAST, FIRST, MIDDLE)		3. DATE SUBMITTED (MO., DAY, YR.)
4. INSTITUTION NAME	5. INST. CODE	6. PREPARED BY	

7. LEGAL RESIDENCE	A. CITY	B. STATE	CODE	C. ZIP CODE

8. LENGTH OF MILITARY SERVICE	ENTER NUMBER OF MONTHS SERVED 0 = NONE	
9. TYPE OF DISCHARGE	1 = HONORABLE 3 = MEDICAL 5 = NOT DISCHARGED 2 = GENERAL 4 = OTHER THAN HONORABLE	
10. MARITAL STATUS	1 = SINGLE 3 = WIDOW(ER) 5 = SEPARATED 2 = MARRIED 4 = DIVORCED 6 = COMMON-LAW	
11. CITIZENSHIP		
12. AGE AT FIRST ARREST		
13. TOTAL NUMBER OF PRIOR ARRESTS	EXCLUDE PRESENT OFFENSE	
14. AGE AT FIRST COMMITMENT		
15. TOTAL NUMBER OF PRIOR COMMITMENTS	EXCLUDE PRESENT COMMITMENT	
16. TOTAL NUMBER OF PRIOR CONVICTIONS	EXCLUDE PRESENT CONVICTION	
17. LONGEST TIME FREE SINCE FIRST COMMITMENT	ENTER ACTUAL NUMBER OF MONTHS	
18. LONGEST TIME SERVED ON ANY COMMITMENT	ENTER ACTUAL NUMBER OF MONTHS	
19. HAS CONDITIONAL RELEASE (PAROLE, SPECIAL PAROLE, MANDATORY PAROLE, PROBATION, MANDATORY RELEASE) EVER BEEN REVOKED OR HAS BEEN COMMITTED FOR OFFENSE WHILE ON CONDITIONAL RELEASE	1 = YES 2 = NO	
20. CODEFENDANTS	1 = YES 2 = NO	

21. DRUG ABUSE (ENTER 0, 1, OR 2 FOR EACH DRUG BELOW) 0 = NO ABUSE 1 = PRIOR ABUSE (BUT NOT WITHIN PAST 12 MONTHS) 2 = CURRENT ABUSE (WITHIN PAST 12 MONTHS)

A. ALCOHOL	B. MARIJUANA	C. NARCOTICS	D. HALLUCINOGENS	E. BARBITURATES	F. PSYCHO-STIMULANTS	G. OTHER

22. HIGHEST SCHOOL GRADE COMPLETED GED = 12		23. AGE AT COMPLETION		
24. COLLEGE HOURS SUCCESSFULLY COMPLETED	A. SEMESTER HOURS	B. QUARTER HOURS	25. SAT MEDIAN	
26. HIGHEST COLLEGE DEGREE EARNED	1 = A.A. 2 = BACHELOR'S	3 = MASTER'S 4 = DOCTORATE		
27. JOB AT TIME OF ARREST	TITLE		A. DOT CODE	B. MONTHS ON JOB
28. LONGEST PRIOR WORK EXPERIENCE	TITLE		A. DOT CODE	B. MONTHS ON JOB

29. REMARKS

DOJ SENSITIVE

U.S. DEPARTMENT OF JUSTICE
BUREAU OF PRISONS
PERSONAL HISTORY DATA

BP-6 (REV. 7-78) MECHANICAL

24. College hours successfully completed

    A. Semester hours

    B. Quarter hours

25. SAT median

26. Highest college degree earned

1 = A.A.	3 = Masters
2 = Bachelors	4 = Doctorate

202.1.3 Education Handbooks

A tool that is often used to "sell" education is the distribution of an Education Handbook to new committments. These books, prepared locally, introduce the new prisoner to the institution's education staff and give a concise but comprehensive rundown of the programs available. Frequently, these handbooks contain a message from the Warden or the Education Supervisor urging inmates to avail themselves of opportunities offered. If possible, it also helps to print letters from inmates (or former inmates) who feel that they have profited from the education or training programs.

It is important to continue to strive to ensure that educational opportunities are available to all inmates regardless of their reasons for participating. Many inmates, who have enrolled in courses for dubious reasons, become sincere, dedicated students. It is, to some degree, a measure of program effectiveness, if those who came just for the record or to pass time, stay to complete the program.

202.2 Testing

Policy Statement 7300.71B requires all Federal institutions to administer the Stanford Achievement Test (SAT) to all committments except those with sentences of less than one year. In the case of prisoners who have been transferred from another Federal institution, re-testing need not be done if previous test results are available. Residents may be re-tested, however, after they have completed specific education or training programs.

Although the SAT is the only required educational test identified in the Policy Statement additional tests may be required by a region or a local institution or just used as the need arises.

The Stanford Achievement Test is particularly important to an educational program because it helps to identify the level at which inmates should begin their education. The Advanced Battery of the 1973 Stanford Achievement Test is frequently best suited for use in Federal correctional institutions. This battery was designed primarily for use with students at the Junior High level, grades 7 to 9.5. The average Federal prisoner reads at the 7th grade level and functions academically at the 9th grade level.

Although designed primarily for Junior High students, the Advanced Battery actually measures performance levels from 3rd through 12th grade. The subject areas covered by the test are Spelling, English, Math, Science, and Social-Science.

The SAT Advanced Battery was not designed to be administered in one day. Most institutions, for scheduling purposes, administer the test in two or three days.

All education staff members should be familiar with the principles of good testing: 1) Tests should be used to help identify the individual's strengths on which positive learning experiences can be built. Tests should never be looked upon as a means to exclude people from programs. 2) Tests should be administered and interpreted only by qualified personnel. Under no circumstances should prisoners be used in any capacity in the administration of standardized tests to other prisoners. Supervisors who fail to use qualified test administrators jeopardize the validity of test results and violate professional standards of conduct. 3) Test results should be shared and discussed with those tested. 4) knowledge of testing and common sense must be exercised at all times. In some instances, paper and pencil tests may not be appropriate. There may be a language barrier or a reading deficiency involved, or a student may have an emotional block to taking a paper and pencil test. Under these circumstances the education staff should try to find an appropriate alternative. One alternative may be to permit such students to enroll in what appear to be appropriate programs accompanied by close monitoring to determine the students' potential. ABE and GED teachers should be especially sensitive to these problems. 5) Over-testing should be avoided. Tests should not be given when there is some doubt as to their usefulness. 6) When the interpretation of test results does not coincide with common sense, common sense should prevail.

Following an interview, the interviewer should make every effort to remain in contact with the inmate and assist the unit or classification team in every way possible. In some instances, a follow up interview may be in order.

Supervisors of Education will want to insure that members of classification and functional unit teams are aware of admission qualifications, if any, for the various educational programs and how to go about enrolling and encouraging students to participate in programs.

Authority to authorize the testing of inmates for research purposes does not lie at the institution level. Research testing in Bureau institutions must be approved by the Director of the Bureau of Prisons, as provided in Policy Statement Research, dated

202.3 Unit Education Advisor/Representative

In institutions that have functional units, members of the education department professional staff normally serve as members of the unit team. These people are known as Unit Education Advisors or Unit Representatives.

Education Supervisors may, if they wish, designate one or two staff members to serve as Educational Representatives to all the teams. It is recommended, however, that this duty be distributed evenly among the professional staff so that several people will gain unit team experience and so that teachers will be able to spend the majority of their time teaching.

The inmate population also will probably benefit from having different education advisors assigned to different units. This procedure will prevent the entire inmate population from being exposed to one or two points of view. It may even be advisable to rotate education advisors among the units on an annual basis.

The duties of a Unit Education Advisor or Representative is to act as the unit's consultant in all matters relating to education, training and leisure activity. The advisor should be a permanent voting member of the unit team sitting in on all team meetings and providing counseling in education matters to inmates assigned to the unit. The education advisor should monitor the progress of unit inmates enrolled in education programs offering encouragement, guidance and advice as needed.

If the institution does not have a specialized A&O unit, then unit Education Advisors should do the initial education interviewing and be in charge of administering the SAT to each new committment.

With due consideration being given to unit size, it is anticipated that education advisors will become familiar with each inmate's record and be familiar with the major problems and concerns of inmates in the unit.

Education Advisors or representatives assigned to a YCA Unit should, ideally, be involved with the unit on a full time basis. At the very least an education advisor should be assigned to a YCA unit on a half time basis. In addition to duties normally performed for the unit, the YCA Education Advisor should be more fully involved with unit related activities throughout the week. For example, the Advisor may organize or help supervise unit leisure activities, interunit competition in various sports and contests, teach a pre-release or social education class for inmates assigned to the unit. Education Advisors assigned to YCA Units should monitor even more closely than other unit advisors the educational progress of inmates and provide a constant feedback to other members of the unit staff.

202.4 Optional Programming

The Functional Unit or Classification Team works closely with inmates to help them choose programs and activities most likely to benefit them both while in prison and to prepare them for release. Under optional programming inmates are strongly encouraged to participate in those programs recommended by the appropriate team. Inmates may withdraw from such programs (opt out) after a specified period, not to exceed 90 days, without negative counsequences. (See Policy Statement 7300.128 dated 11-22-77).

Education and leisure activity staff, whether or not they are members of a functional Unit or Classification Team should cooperate with team members to insure that team members and inmates have the benefit of suggestions and advice from people with special competencies in education, training and leisure activities. Participation of the Education Department in program planning for inmates should begin with the A&O interview in which the interviewer discusses available education, vocational training, recreation and leisure activity programs. Each institution is encouraged to prepare a colorful, illustrated handbook which describes these programs to distribute to inmates during the A&O interview.

203 Inmate Program Reporting System (IPRS)

The Inmate Program Reporting System (IPRS) -- formerely RAPS -- is designed to collect data to meet the many needs of Bureau program managers. The system has undergone many changes as it strives to provide reliable and relevant information. The success of any data collection and reporting system depends not only on its design, but also on those who feed information into the system.

The IPRS form with which Education Supervisors are primarily concerned is the Inmate Activity Report, BP Form 6.2. It is utilized to report an inmate's enrollment in, withdrawal from, or completion of an activity. The IPRS handbook (which has been distributed to all Education Departments) contains complete instructions on the use of this form. Each Supervisor should consider the appointment of one staff member to be responsible for preparing and transmitting the BP 6.2s.

The BP 6.2 forms should be prepared and transmitted to the Central Office Computer via Sycor on a weekly basis. The information from the 6.2s is compiled and returned so that each institution can more effectively manage its resources.

204 Supervision of Programs

In accordance with Policy Statement 3500.1C, Definition of Department Head and Assistant Department Head, 9-16-74, the Supervisor of Education, as a department head, should have a functional knowledge of all programs in which the Education Department is directly or indirectly involved. These programs normally include testing and educational interviewing; adult basic education; G.E.D. preparation (including high school completion); postsecondary education, occupational education; study release; social education; leisure activities; and library services including the legal library.

The Assistant Supervisor of Education, where this position exists, should work under the immediate supervision of the Education Department head, and should be totally involved in the day-to-day operation of the Education Department. The Assistant should have an intimate and detailed knowledge of the department's programs and should maintain consistent on-the-spot supervision of the department's personnel. The Assistant Supervisor normally prepares annual budget submissions and employee Performance Evaluations subject to the Supervisor's review. Whenever feasible, the Assistant Education Supervisor should assume relief teaching responsibilities.

Instructional leadership is another major role of Assistant Supervisors, and a very important one. They should undertake formal classroom visits in order to evaluate instructional methods and to assist instructors to strengthen instructional procedures and to identify effective instructional materials.

204.1 Determining the Need for Programs

The Education Supervisor, with the assistance of other staff members, should review all programs periodically to determine the

need for new programs and whether or not to continue on-going ones.

In determining the need for new programs, the following factors should be considered:

1) Needs and desires of inmate population - assessment questionnaires for these surveys have been provided by the Central Office. Both English and Spanish language questionnaires are available.

2) Performance level of inmate population.

3) Institution facilities.

4) Staff qualifications and availability.

5) Community resources.

Whenever decisions are made regarding expansion or modification of Occupational course offerings, the supply and demand of the present labor market and projected future trends should also be studied.

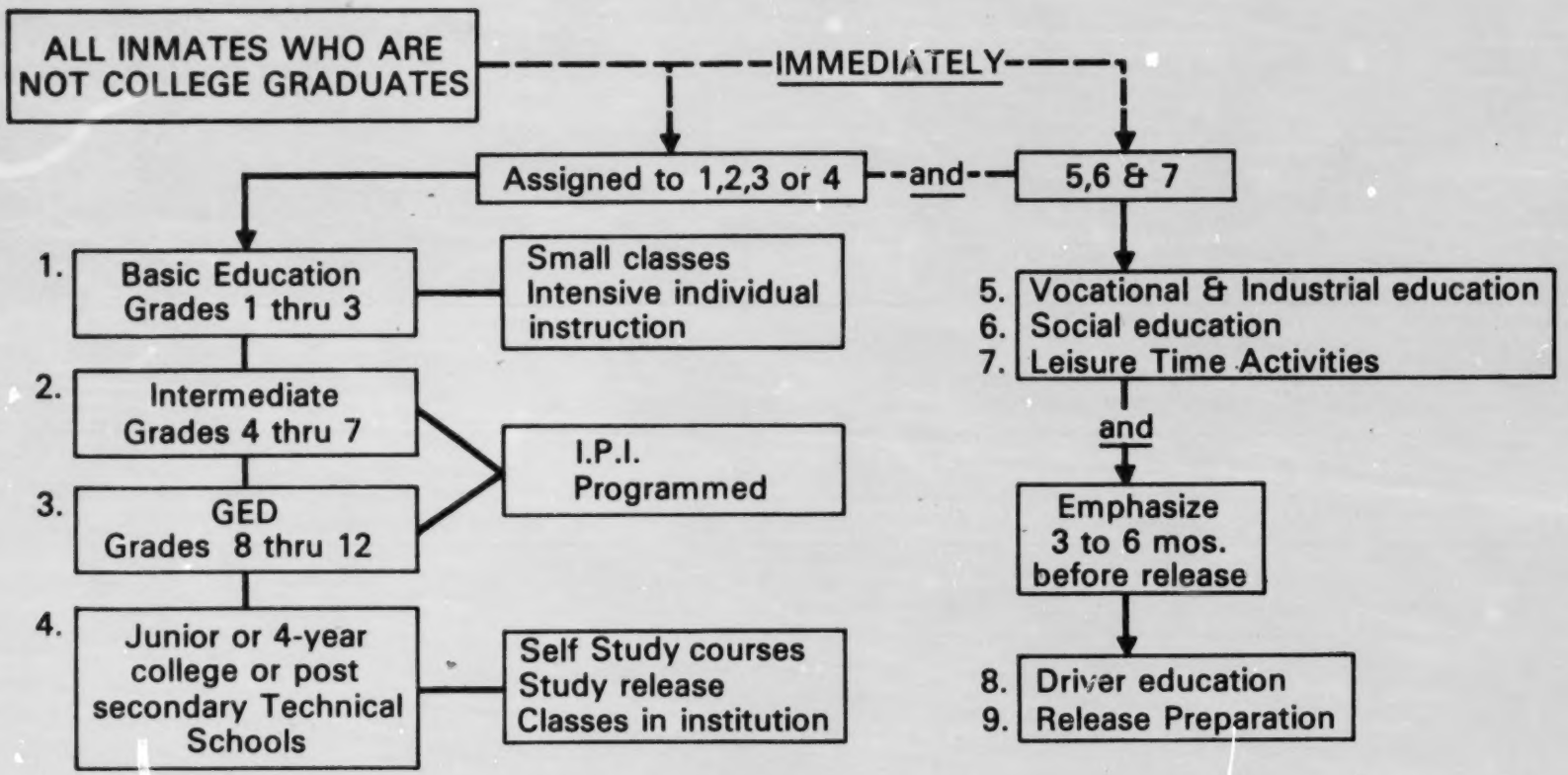
204.2 Model Program

Variables, such as size and composition of the inmate population, physical facilities, staff, budget and community resources will affect the scope of an institution's education and leisure activity programs. It is expected, however, that every institution will meet minimum programs goals contained in Policy Statement 7300.63B.

204.2.1 Model Program Chart

The following chart illustrates the framework within which education and leisure programs of all institutions should operate.

MODEL PROGRAM CHART


ALL INMATES WHO ARE NOT COLLEGE GRADUATES
IMMEDIATELY
Assigned to 1,2,3 or 4
and
5,6 & 7
1. Basic Education Grades 1 thru 3
Small classes Intensive individual instruction
2. Intermediate Grades 4 thru 7
3. GED Grades 8 thru 12
I.P.I. Programmed
4. Junior or 4-year college or post secondary Technical Schools
Self Study courses Study release Classes in institution
5. Vocational & Industrial education
6. Social education
7. Leisure Time Activities
and
Emphasize 3 to 6 mos. before release
8. Driver education
9. Release Preparation

KEY CHARACTERISTICS

1. Educational goals established in behavioral and measurable terms
2. Balanced use of individualized and class instruction
3. Multi-media instruction
4. Integrated VT and academic curriculum
5. Flexible scheduling
6. Optional Programming
7. Motivation awards
8. Team Teaching
9. Teacher Aides (Inmates & Civilian)
10. Coordination with unit management and other institutional staff

204.3 Evaluating the Effectiveness of Programs

204.3.1 Internal Evaluation

One of the primary duties of Supervisors of Education and Assistant Supervisors is to conduct on-going documented evaluations of all programs under their jurisdiction. Instructors should assist in this evaluation, particularly with respect to quality and course relevancy to student needs.

Each instructor should update course outlines and daily lesson plans at least annually. Each course, wherever possible, should be accredited and should lead to a recognized performance certificate or license. Supervisors should make regular classroom visits a part of their work schedule. Teachers should be required to establish and maintain teaching objectives for each course and be able to demonstrate the progress they are making toward the achievement of these objectives. Daily lesson plans and teaching objectives should be reviewed periodically. Supervisors should maintain a copy of all lesson plans. When visiting classes, Supervisors should attempt to determine whether lesson plans are being followed and teaching objectives met.

Supervisors should periodically talk with students about programs. However, care should be taken not to form judgements on courses or instructors, based solely on student opinions.

Another means of determining the effectiveness of programs is to survey ex-offenders who have "graduated" from programs. Surveys of this nature should attempt to determine whether programs have helped ex-offenders to:

1) make successful overall post-release adjustments

2) find jobs in field for which trained or in related field

3) re-establish or maintain family ties

Ex-offenders' entry level and other wage data should be included in the survey questionnaire. Supervisors who wish to conduct a mail survey of releasees should realize that the rate of return will probably be low. The assistance of probation staff and pre-release coaching of students concerning the importance of the survey can materially increase questionnaire return rates.

The relevance of Occupational course offerings should be re-evaluated from time to time by checking labor market supply and demand data. This information is generally available from the State Employment Service. Five year projections of supply and demand in the various labor markets are available in the Occupational Outlook Handbook published annually by the U. S. Department of Labor and available from the Government Printing Office in Washington, D. C.

Tools of program evaluation that can be used by instructors as well as administrators are standardized achievement tests such as the Stanford or the California Achievement tests. These tests can be administered to the same students at periodic intervals to measure their progress. Teacher or publisher designed pre-tests and post-tests can also be useful to instructors to measure the success of a course or their success in teaching it. Where programs are accredited or certified, such as the FCC 2nd Class Radio Operator, the percent who pass the Test and obtain a license is an excellent program evaluation measurement.

204.3.2 External Evaluation

External evaluation of institution programs is provided for in Policy Statement 1001.5A. The evaluation is conducted by the Regional Education Administrator at least once every year. Regional Administrators may be accompanied and assisted in their evaluations by members of the Central Office staff or by Education Supervisors from other institutions.

Policy Statement 1001.5A lists several types of visits that may be conducted by Regional and Central Office staff. A visit by the Regional Education Administrator is known as a Staff Assistance Visit and corresponds closely with the audit type of visit described in the policy statement.

After each Staff Assistant Visit, the Regional Education Administrator submits a report to the Regional Director (there is a standard form for this purpose). Copies of that report go to the Warden and the Supervisor of Education of the institution involved. Copies are also sent to the Assistant Director for Correctional Services and to the Central Office Education Administrator. The Warden is required to respond to the report in writing. The response must be completed and forwarded to the Regional Director and the Central Office within sixty days.

The American Correctional Association in its Manual of Standards for Adult Correctional Institutions published August 1977 provides in Standard 4399 for outside assessment of educational and vocational training programs by qualified persons, or groups, or agencies every three years.

Those assessments are under the general supervision of the Central Office and Regional Education Administrators who are cooperatively providing assessment forms, recommendations for "assessment" resources and related matters to all Education Supervisors.

204.4 Evaluating the Effectiveness of Staff

204.4.1 Contract Staff

There are two main ways in which contract instructors are employed. Instructors may contract directly with the institution through the Supervisor of Education, or the institution may have a contract with a local college, vocational school, high school district or other appropriate educational agency.

When an institution contracts with a school or school district, the contractor normally provides the instructors. The instructors may be regular faculty members or they may be part-time faculty who hold other jobs. Under this arrangement, Education Supervisors do not have as much direct supervision over the contract teacher as they do over full time staff or individuals who contract directly with the institution. This fact, however, should not discourage supervisors or cause their supervision to become less diligent. The Education Supervisor should monitor the achievement by all contract teachers of specified educational objectives. If a proper relationship exists between the Education Department and the contractor, the school administration is usually very willing to help resolve problems. Also, the contracting institution generally has the right to specify that a subject will not be taught in the institution again unless a different instructor is provided. The institution can always cancel a class after it has begun, although that option may involve the loss of contract money and other administrative problems. In communities where several potential contractors exist, it may be desirable to change contractors at the end of a school term if performance has not been satisfactory.

Instructors who contract directly with the institution can, of course, be terminated by the Supervisor if their performance proves unsatisfactory. Supervisors should, however, counsel with these individuals, point out their deficiencies and give them a chance to improve their performance.

Education Supervisors should devise and implement orientation programs for all new contract personnel to familiarize them with institution procedures and policies.

204.4.2 Civil Service Staff

Policy Statement 3430.1D sets forth overall Bureau policy for evaluating Civil Service personnel. Written standards are required for all employees at the GS-11 or below level. The performance of Career Employees must be evaluated against the performance standards of the job on an annual basis. Normally, the Assistant Supervisor of Education is the rating official and the Supervisor is the Reviewing Official for all Education Department employees.

As outlined in Policy Statement 3430.1D, there are three ratings that may be given an employee: Satisfactory, Outstanding or Unsatisfactory. A narrative statement is required to support either an Outstanding or Unsatisfactory rating. This statement should be prepared by the rater and concurred in by the reviewer. This narrative statement should relate directly and specifically to a statement of performance standards which is provided to each education staff member at the beginning of the rating period. For this reason it is important that all performance standards be stated clearly and in measurable terms. It is a good practice for the rater to prepare the statement and discuss it with the reviewer before preparing the BP-110 form (Annual Performance Evaluation). In instances where the rater and reviewer cannot resolve differences of opinion, the reviewer may make a statement on the BP-110 form indicating points over which there is disagreement.

The Policy Statement does not require a narrative statement for employees who are given Satisfactory rating. However, a narrative statement is highly desirable and is required by some Wardens or top administrative officers of some Bureau units.

Outstanding and unsatisfactory ratings, even though accompanied by supportive narrative, must be approved by the Warden or by an individual holding primary personnel management authority.

In addition to BP-110's, Supervisors must annually complete a BP-117 form (Promotion Readiness Evaluation) on all non-supervisory personnel and a BP-118 (Promotion to Supervisory Positions) on all supervisory personnel. For example: the Supervisor of Education, once a year, should complete a BP-118 on the Assistant Supervisor. The Assistant should complete a BP-117 on all teachers. The Reviewer has the opportunity to disagree with the rater on either form. Both forms contain space for comments by the reviewer as well as the rater. Often, if a difference of opinion exists between a rater and a reviewer, the reviewer may choose to use one of these forms rather than disagree with the rater on the BP-110.

Policy Statement 3430.2 outlines procedures for evaluating Probationary Employees. Supervisors are urged to be especially alert so an employee's deficiencies during the first year of employment. The policy statement requires that probationary employees receive a formal administrative rating following the third, sixth and ninth month of duty. A BP-110 may be used for this purpose at the discretion of the Supervisor. All ratings should be discussed with, and initialed by the employee. The supervisor of each probationary employee must, by no later than the end of the tenth month of employment, submit a signed statement through channels certifying whether or not the employee's performance, conduct, and character have been satisfactory.

In evaluating all employees, whether probational or career, it is extremely important that the Supervisor let employees know what is expected, and, if they are not performing satisfactorily, what they should do to improve their performance. All conferences with employees about unsatisfactory work should be carefully documented.

204.5 Staff Meetings

Education Supervisors should hold meetings of all education and leisure time staff on a regular basis. These meetings serve several purposes:

(1) They give the Supervisor an opportunity to discuss with the entire staff things that the department should be doing, things that should be done differently and problems that the department as a whole faces.

(2) They provide an opportunity for the Supervisor to recognize before the rest of the staff, staff members who have been doing an exceptional job.

(3) The meetings provide the Supervisor and staff an opportunity to jointly set departmental goals and assess the department's progress toward meeting previously set goals.

(4) Regularly scheduled department meetings afford the Supervisor the opportunity to share with the education staff, when appropriate, information that is discussed at the Warden's staff meetings.

(5) Department meetings provide a good opportunity for in-service training. The training can be conducted by members of the education department, institution staff or by outside trainers or speakers.

It is recommended that Education Supervisors hold departmental meetings at least once a month. Many managers hold department meetings on a weekly or bi-weekly basis. However often they are held, department meetings should be on a regularly scheduled basis. The schedule must have the sanction of the Warden and institution administration so that employees can be freed from duties to attend. Supervisors should make every effort to encourage the Warden and Associate Wardens as well as other department heads or key staff to attend when appropriate.

205 Budget Planning and Management

205.1 Sources of Education Funds

Supervisors of Education manage two S&E cost centers, 312 and 313. The 312 cost center is for Educational Activities and 313 is for Leisure Activities. Education Supervisors are responsible for preparation of a proposed budget for each of the two cost centers well in advance of the beginning of a new fiscal year. Proposed budgets are submitted to the Warden and become a part of the overall institution budget request.

The institution budget request is submitted to the Regional Office. Regional Offices then submit proposed budgets to the Financial Management Branch of the Central Office. Regional budget requests are broken down by institution and by cost center.

A target date, usually July 1 is set by the Central Office each year for receipt of the budget requests. The Chief of Financial Management notifies the Bureau Education Administrator of the amount of money allocated for education and leisure activities. After checking the appropriateness of the allocation figures based on funds obligated the previous year the Administrator allocates the money to the Regions. These allocations are based on institution requests and managerial judgements made in consultation with Regional Education Administrators. The Regional Administrators determine the size of the education budget for each institution within their region. The present method

for allocation of education funds is under review and may be changed in time for the FY '79 allocations.

The 312 and 313 cost centers are divided into PMS (Performance Measurement System) Codes. PMS is a 3 digit code which identifies specific functions within a cost center. The 312 cost center is divided into the following PMS Code numbers:

400 Administration

401 Employee Development

450 Inmate Library/Learning Centers

456 A.B.E. (Grade 0 - 6.0)

457 High School/G.E.D. Prep

458 College Education

459 Social Education

460 Vocational Training - V.T.

463 Testing Costs - G.E.D., S.A.T.

499 Research

The 313 cost center is divided into the following PMS Code numbers:

400 Administration

401 Employee Development

465 Entertainment

466 Inmate Organizations

468 Special Activities (Drama, Music, Hobbycrafts, Arts, Games, etc.)

The PMS code permits cost center managers to assign specific funds to various activities within their cost centers. The code also promotes better budget planning and better accounting of cost center funds.

Policy Statements in the 5900 and 1000 series contain information and specific instructions for preparation of S&E budget requests. These publications are on file in the institution

business office. An Operations Memorandum is sent to institutions and Regional Offices each year advising of changes that have been made in the 5900 series.

Although Federal Prison Industries funding is being gradually phased out, vocational training in some institutions is still funded by FPI. Education Supervisors responsible for those funds must be guided by the provisions of Federal Prison Industries Policy and Procedures Manual, Chapter 2 entitled Vocational Training. A separate Vocational Training Budget must be prepared and submitted to the Warden well in advance of the beginning of a new fiscal year. The VT Budget is then forwarded through the Regional Education Administrator to the BOP Education Administrator.

Federal Prison Industries, after appropriate consultation with the Education Administrator, determines the amount of FPI funding for Vocational Training, taking into consideration the total amount requested. Once the amount has been determined, the Bureau Education Administrator allocates the funds to each institution after consultation with Regional Education Administrators.

205.2 Zero-Based Budgeting

Perhaps the most distinctive feature of Zero Based Budgeting (ZBB) is that the current spending level is not regarded as an inviolate base. Present programs or activities are examined along with new programs. ZBB gives decision makers the option of trading off a requested increase in one activity against a reduction in another.

Three elements are involved in ZBB:

1. identification of decision units

2. analysis of decision units and formulation of "decision" packages

3. ranking

1. A decision unit consists of a program. cost center or oganizational unit. A decision unit must have an identifiable manager with authority to prepare budgets and establish priorities. Education Supervisors, as cost center managers and department heads, meet the criteria for decision unit managers.

2. Analyais of decision units consists of answering the following questions: What would be the consequences if the decision

unit were completely eliminated? How can the decision unit's purposes be achieved in a more cost effective manner? How can the efficiency of the decision unit's operations be improved?

After a Zero-based analysis of a decision unit's activities, the decision unit manager segments the unit's activities into a series of decision packages. The first package contains activities or portions of activities assigned the higher priority. The second package contains the activities deemed second in importance and so on. Savings, costs, and consequences of eliminating, curtailing, maintaining at present level or expanding the activities of each package are documented for higher level review.

3. Ranking, the third element in ZBB, is the procedure whereby higher level managers establish priorities for all decision packages from subordinate units. 1/

205.3 Preparing an S&E Budget

As previously mentioned, each year the Central Office issues an Operations Memorandum to all field installations notifying them of changes made in the 5900 series policy statements. The section of the Operations Memorandum which deals with education, contains detailed instructions on how to prepare a budget request form (which is attached to that section of the memorandum). A copy of the form for fiscal year 1979, identified as Exhibit 5920A, is included in this handbook in section 205.3.1. The form is altered slightly from year to year to reflect procedural changes and it may be altered in the future to provide for zero based budgeting.

The forms that are included in the annual operations memo merely illustrate the format for budget requests. No actual forms for this purpose are printed.

In preparing an S&E Budget Request, Cost Centers must be broken down into PMS code numbers or activities. Both the cost center and PMS title and number must be entered in the left hand column "Activity". In column (b) "CY Allocated", the amount of money appropriated for that particular activity during the current fiscal year should be entered. In column (c) "Minus Special Allotments", any monies taken away or added to the cost center during

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1/ Graeme M. Taylor, "Introduction to Zero Base Budgeting," The Bureaucrat, 6, Spring 1977, pages 33 - 41.

205.3.1 BUDGET REQUEST FORM

EDUCATION COST CENTER

Exhibit 5920A

Exhibit 5920A
Page 3, CH-1
5920
7-8-77

Location: _____ Date: _____

ANNUAL REQUIREMENTS - INMATE EDUCATION - BUDGET YEAR

(a) Activity	(b) CY Allocated	(c) Minus Special Allotments	(d) CY Base	(e) Budget Year Requirements	(f) Increase or Decrease
TOTALS					

(g)
Analysis of Special Allotments

Activity	Amount	A.A. Date	Purpose

_____
Supervisor of Education

_____
Chairman, Budget-Planning Committee

205.3.2 EDUCATION BUDGET REQUEST

PART-TIME + CONSULTANT SERVICES

Exhibit 5903A
Page 4, CH-1
5903
7-8-77

Exhibit 5903 Page _____ of _____

Location: _____

Budget Activity: _____(a)
Cost Center: _____(b)

ESTIMATE OF PART-TIME & FEE CONTRACTORS/CONSULTANTS

(c) Objective Statement	(d) Rate of Remuneration (Specify Unit Cost)	(e) Total Number of Sessions	(f) Actual Oblig. thru 6-30-CY	(g) Est. Oblig. 4th Qtr. CY	(h) Total Oblig. CY	(i) Amount Requested BY	(j) Incr. or Decrease

(k) Current Year Allotment _____

Submitted by: _____
Cost Center Manager (Name and Title)

Approved by: _____
Chief, Executive Officer

Reviewed by: _____
Chairman, Budget-Planning Committee

205.3.3. EDUCATION BUDGET COST CENTERS

Exhibit 5903X
Page 5, CH-1
5903
7-8-77

Exhibit 5903X

Location: _____ Date: _____

SUMMARY OF REQUIREMENTS
PART-TIME AND FEE CONTRACTORS/CONSULTANTS

Budget Activity 1 Cost Center	Amount
311 Case Management (Legal Assistance)	
314 Religious Services	
316 Mental Health	
Total Budget Activity 1	
Budget Activity 2 **Cost Center**	
312 Education	
313 Leisure Time Activities	
Total Budget Activity 2	
Budget Activity 3 **Cost Center**	
330 Training	
Total Budget Activity 3	
Budget Activity 4 **Cost Center**	
350 Medical Services	
Total Budget Activity 4	
Budget Activity 5 **Cost Center**	
317 Drug Abuse Program	
Total Budget Activity 5	
Grand Total - All Budget Activities	

the current year should be stated. Column (d) "CY Base" will show the true base for the current year after the figure in column (c) is substracted from column (b). In column (e) the amount requested for the new fiscal year should be entered. Column (f) is the difference between what was spent during the current fiscal and what is being requested. Increases of more than 5% must be justified on an accompanying sheet of paper.

At the bottom of the Budget Request Form, space is provided for the Education Supervisor to explain information that may appear in column (c). For example, if the amount requested for the new fiscal year exceeds the current year base by 5% because "X" number of dollars were transferred from the Education budget to Food Service to meet emergency needs, the Education Supervisor may wish to make this known in order to regain the funds the next year.

Budget Requests under the 40A designation should be included in the regular S&E budget request.

Although the cost of contractual fees will be included in the S&E budget request, a separate exhibit must be submitted with the budget request. The separate exhibit should include all consultants, part-time and contract teachers involved in providing academic, occupational and recreational services to inmates. Sample forms are included as sections 205.3.2 and 205.3.3 of the handbook.

205.3.4 A Suggested Method for Budget Preparation

One of the duties of good managers is to develop leadership potential and managerial qualities among staff members. One way to help accomplish this goal and to make budget preparation more precise is to allow staff members responsible for the various PMS activities to prepare their own portion of the education or leisure activity budget.

Examples of this would be to have the teacher in charge of ABE (PMS 456), the head GED teacher (PMS 457), and Social Education Coordinator (PMS 459), prepare their budget requests in sufficient time to be reviewed by the Supervisor of Education and incorporated into the total education or leisure activity budget. Staff members who prepare budgets could be instructed to divide their program into major functions, give the current year expenditures for each function and the requested amount for that function during the new fiscal year. Any increases have to be justified. The Supervisor would then evaluate all requests

and decide which increases are justified or staff members could be instructed to prepare their budgets with a zero base. In this instance, each staff member would rank their activities in order of importance and state the consequences of abolishing that activity, the consequences of minimum funding of that activity and the consequences of maintaining the activity at the present fundir level of increasing its funding.

In the ZBB approach to budget preparation, participating staff members become, in effect, decision unit managers who place their various functions into "decision packages" and rank them in order of importance. Education Supervisors become higher level reviewers who establish priorities for the decision packages submitted from the decision units.

Whether or not ZBB is carried to the PMS level, it is recommended that education and leisure time staff participate in developing fiscal year budget requests.

205.4 Preparing an FPI Funded Vocational Training Budget

The VT Budget request should be prepared in accordance with the directions found in the FPI Manual, Chapter 2 Vocational Training. In 1977, a new form entitled Vocational Training Budget Request (but with no numerical designation) replaced FPI Forms 81a and 81b. The new form consolidated information on salaries and related expenses, with total requested funds for Operating Expenses, Major Equipment and Construction Requests. Form 81c prepared by the instructor for each vocation training area is still in use. Copies of both of these forms are included in this section of the handbook.

Form 81c, which deals with Operating Expenses and Major Equipment Requests for each individual VT program or activity, should be completed by the appropriate instructor. In completing form 81c, instructors should give a brief narrative statement in justification of the operating expenses and any major equipment that they have requested. Instructors must then break their requested operating expenses down into categories such as supplies, safety equipment, audio-visual aids, textbooks, staff training expenses, equipment repairs or whatever is appropriate for their particular course. The categories are listed in the column entitled "Kind of Expense". In the column opposite Kind of Expense, the amount requested for each category should be entered. These amounts should be totaled at the bottom of the column opposite the word totals. This figure will represent the total amount of funds requested by individual instructors.

205.4.1
FPI Form 81c
2/22/73

200.27
Attachment "Operating Expenses"
"Machinery and Equipment"

VOCATIONAL TRAINING BUDGET REQUEST - A -

FY- _____

_____ INSTITUTION

OPERATING EXPENSES (There must be a separate sheet for each program or activity.)

PROGRAM OR ACTIVITY _____

Narrative (Optional) _____

NOTE: Contracts with schools, agencies, etc. are to be listed in "Operating Expenses"

	Kind of Expenses	Amount		Kind of Expenses	Amount
1.					
2.					
3.					
4.					
5.					
6.					
	TOTAL			TOTAL	

MACHINERY AND EQUIPMENT Program or Activity _____

	Items	Quarter for Purchase	Cost
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			

FPI-WI—9-13-73-800-1107

205.4.2

VOCATIONAL TRAINING BUDGET REQUEST - B -

200.28

INSTITUTION

FISCAL YEAR:

No.	FULL-TIME POSITIONS TITLES	LAST NAME	GRADE STEP	(1) ANNUAL BASIC SALARY	(2) ANNUAL RELATED SALARY	TOTALS
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

DISTRIBUTION - (1) COPY TO:			TOTALS			
EDUCATION ADMINISTRATOR	-	WASHINGTON	OPERATING EXPENSE			
EDUCATION ADMINISTRATOR	-	REGION	MACHINERY & EQUIPMENT			
EDUCATION SUPERVISOR	-	INSTITUTION	CONSTRUCTION & IMPROVEMENT			
FPI BUSINESS MANAGER	-	INSTITUTION	GRAND TOTAL			

(1) Includes within-grade promotion costs, accrued leave, and night differential. (pay raise, if any)
(2) Employer's share of social security, retirement, life insurance, and health benefits

(Replaces Forms 81a and 81b)

Education Supervisor

Institution Head

The second half of form 81c provides space for listing major equipment (M&E) requests. Instructors should list equipment they wish to purchase in order of importance or priority. They should also state during which quarter of the fiscal year they plan to purchase each piece of equipment. The exact cost of the equipment including shipping charges should be stated in the cost column. When checking with manufacturers on the cost of major equipment they wish to purchase, it is suggested that instructors obtain a projection as to the cost of the equipment at least six months after the date of preparing the budget request. The projected cost including shipping is the figure that should be put into the cost column. This practice allows for cost increases that may occur between date of budget request preparation and the date any M&E money is authorized. Instructors should plan 5 years ahead to meet equipment obsolescance and request amounts necessary to replace equipment in an orderly fashion.

After instructors have prepared form 81c, it should be submitted for approval to the Supervisor of Education.

Education Supervisors review all 81c forms received from instructors and make whatever changes they see fit. Supervisors must then complete forms 81c for any contemplated contract instruction.

The total requested operating expense for the VT programs is recorded by Supervisors in the appropriate column on the form entitled VT Budget Request. The total M&E request is recorded on this form below operating expenses. Costs of construction and improvement requests are recorded on the next line and the three items (total operating expenses, total M&E request and construction requests) are added to give a grand total.

Costs of VT salaries and related expenses for the fiscal year are recorded on the VT Budget Request form. In some instances, Education Supervisors will need to consult with the FPI Business Manager before supplying this information.

Once the VT Budget Request is complete, the Industries Business Manager should review it before sending it to the Warden.

206 Auxiliary Responsibilities

In addition to administering a comprehensive education and leisure activity program, Education Supervisors generally have a

number of auxiliary responsibilities. While these vary somewhat from one institution to another. some of the more common ones are discussed here.

206.1 Incoming Publications

Policy Statement 7300.42D describes the Bureau of Prisons' position in regard to incoming publications for inmates. All publications ordered by inmates must be shipped either from a bookstore or directly from a publisher. This includes books, newspapers and magazines.

Books required by inmates for college courses offered in the institution may be purchased from the college bookstore. This is usually done through the Supervisor of Education. Some Supervisors handle this by ordering from the college bookstore enough books for each course to equal the course enrollment. Book sales are then conducted in the Education Department with inmates signing commissary form 42 to have the cost of the books deducted from their account. Inmates on Study Release may purchase their books directly from the college bookstore. The Supervisor of Education may authorize inmates to purchase books necessary for correspondence courses.

Inmates do not need prior approval to order a publication directly from a publisher. Wardens, however, do have authority to review the acceptability of an incoming publication and to apply the guidelines of Policy Statement 7300.42D. Wardens may designate staff members to assume these responsibilities.

The policy statement guidelines define unacceptable publications as those detrimental to the security, good order or discipline of the institution. Each institution is authorized to make its own determination in this regard.

Policy Statement 7300.42D outlines procedures that must be followed by the institution if a publication is determined to be unacceptable. Inmates may, of course, initiate administrative remedy procedures when a publication which they wish to receive is rejected by the institution.

To avoid unnecessary problems and ill feelings, inmates should be encouraged to speak to the staff member who has been designated by the Warden to examine incoming publications before ordering.

206.2 Inmate Manuscripts

Creative writing is encouraged among inmates in the Federal Prison System as a constructive way to use leisure time. Under

the provisions of Bureau of Prisons' Policy 7300.100, inmates are permitted to prepare and mail manuscripts without prior approval. Manuscripts mailed out of the institution are subject to the same regulations that apply to all other correspondence. These regulations are stated in Policy Statement 7300.1A.

The Bureau of Prisons' encourages inmate participation in the P.E.N. Writing Award for Prisoners which is sponsored each year by Poets, Playwrites, Essayists and Novelists (P.E.N.) International. Each year P.E.N. gives cash awards for first and second place in each of three categories of creative writing: poetry, fiction and non-fiction.

Most Bureau institutions publish inmate newspapers and some have a literary quarterly. In some institutions one or both of these publications come under the supervision of the Supervisor of Education. Inmate newspapers provide prisoners the opportunity to report news and sports events, editorialize, and write feature articles such as interviews and human interest features. While these publications usually have a regular inmate-staff, other members of the population frequently contribute articles.

Wherever a literary quarterly is published, all members of the population are eligible to contribute. These publications commonly contain poems, essays and short stories.

Bureau of Prisons' institutions which have inmate publications are urged to participate in the Annual American Penal Press Contest sponsored by the School of Journalism of Southern Illinois University. Awards are made each year for the best penal newspapers and magazines as well as for individual articles. The Central Office makes the details of this competition available to all institutions each year.

206.3 Special Purchase Orders and Mail Room Permits

Supervisors of Education may have the responsibility of approving or disapproving special purchase orders from inmates when the concerned purchases involve activities under the jurisdiction of the Education Department; e.g. musical instruments, amplifiers, and hobby craft items not normally available at the commissary. In unitized institutions, this function may be the responsibility of unit managers. A dollar limit, if any, on special purchases varies between institutions.

Education Supervisors may also have the responsibility to determine whether certain items for inmates may be sent into the

institution from outside sources. When an item is approved, a mail room authorization form must be signed by the Supervisor and sent to the mail room.

206.4 Staff Duty Roster

Education Supervisors, as with other Department Heads, usually must take their turn as the Staff Duty Officer. This duty is generally a week in length and usually involves a change in working hours for the Supervisor. Staff Duty Officers must make themselves available for this responsibility on the weekends and in the evenings. Duty Officers are generally present in the institution during day time hours on weekends and during evening activity hours on weekdays. They are "on call" after evening activities or during the evenings on weekends.

07 Custody and Security Responsibilities

Education Department employees should keep in mind the fact that all Federal Prison System employees are responsible for the custody, security and control of inmates. In emergency situations such as strikes, riots and escapes, employees from all areas of the institution may be called upon to supplement and support the correctional officer staff and to fulfill whatever duties are assigned by the Chief Correctional Supervisor.

The responsibility that each employee bears for the custody, security and control of inmates is emphasized to each new employee in institution orientation programs and in the Introduction to Correctional Techniques course taught at the Staff Training Centers. The responsibility that all employees share in these areas is also covered in Policy Statement 2000.1C (Custodial Manual).

Education and leisure activity staff because of the different emphasis of their work and the educational relationship which they have with inmates may, from time to time, need to check their custodial and security responsibilities. Since Supervisors of Education, as department heads, are ultimately responsible for the actions of their staff, it may be advisable to include refresher classes on custodial and security responsibilities as a part of a departmental in-service training program.

Some of the major security and custodial concerns that education staff are described below. This is not an all inclusive list since these areas of concern are also covered in the Custodial Manual and staff may refer to that publication for more detailed information.

Some Major Areas of Concern

1. All education staff who have inmates assigned to them are held accountable for those inmates during the assigned period. They should know the whereabouts of all members of their class or crew at all times.

2. During the work day, staff should check on inmates who appear in their areas without authorization. (Authorization such as a pass, name on call-out sheet, etc.)

3. Staff members should be alert when around inmates and report unusual incidents or conversations that may pose a potential threat to the security of the institution.

4. Shakedowns should be conducted of recreation and education areas where inmates can hide contraband articles. Examples of such areas are false ceilings, restrooms, and storage areas to which inmates have access.

5. Federal Prison System policy in regard to key control and tool control should be faithfully adhered to (reference PS 20000.1C, sections 500 and 600).

6. Staff members have responsibility to inmates as well as to the institution to intercede when it appears as though an argument between inmates may lead to negative consequences. The physical well being of inmates should be protected whenever possible.

7. All staff should be aware of the Federal Prison System's policy on hostages (PS 20001.5).

While education and leisure time personnel share custodial and security responsibilities with other institution staff, these responsibilities should be met with discretion and common sense. Staff should treat inmates with the respect and dignity that every human being deserves, and staff should avoid projecting a "guard" image during the ordinary course of events.

208 Membership in Professional Organizations

Federal Prison Service staff is comprised of professionals from many disciplines united in efforts to achieve common goals. Bureau employees are encouraged and expected to belong to professional organizations related to their field of work. Policy Statement 1200.1 presents the Bureau of Prisons' policy in regard to professional organizations.

Employees are authorized to attend meetings of professional organizations on duty time whenever they can be spared from their assignments, and when it is determined that it would be in the interest of the prison service for them to do so. Institutions are authorized to pay registration fees, library fees, purchase or rental of books, materials and supplies, and to pay per diem, for employees to attend professional meetings within the continental United States. Funds permitting, a general guideline might be for supervisors to permit employees to attend one professional association concerence per year which involves air fare and overnight lodging expenses.

Institutions are specifically not authorized to pay individual membership dues. The Bureau's position is that employees should have enough interest in their profession to pay their own membership dues.

The major restriction placed by the Bureau upon employee participation in professional organization activities concerns conflict of interest between the organization and the government. This restriction is outlined on page 4 of policy statement 1200.1.

Supervisors of Education should encourage staff members to belong to appropriate professional organizations and they should set an example themselves.

209 Staff Training

Policy Statement 3410.21 describes the training requirements for employees of the Federal Prison System, as follows:

209.1 Civil Service Courses

All newly selected first line supervisors (Assistant Supervisors and, in some cases, Supervisors of Education) must be given at least 80 hours of supervisory training within two years of their selection. They must receive the first forty hours of this training within six months of entering on duty as a supervisor.

The following Civil Service Commission courses are available:

1. Introduction to Supervision

2. Supervision and Group Performance

3. Basic Management Techniques I

4. Basic Management Techniques II

Either of the first two courses is satisfactory for the first forty hours of training. Basic Management Techniques I or Basic Management Techniques II will satisfy the requirement for an additional forty hours of advanced supervisory training.

Institutions may substitute non-government or in-house supervisory training programs for the first forty or even the entire eighty hours of supervisory training provided the courses meet Civil Service Commission Guidelines.

In addition to supervisory courses, the Civil Service Commission offers a wide variety of courses in many different subjects. Some of these courses may prove useful to employees in their career development. Institutions are urged to encourage employees, as institution resources permit, to take advantage of learning programs that will enable them to grow in their profession and do a more effective job.

209.2 Staff Training Center Courses

All new employees are required to take a 68 hour course Introduction to Correctional Techniques at one of the three Bureau Staff Training Centers. This course is an introductory one and is designed for all new employees regardless of their area of responsibility. The course Advanced Correctional Techniques is a required course offered at the Staff Training Centers for all career employees that have been with the Bureau several years. This program serves to update employees by providing them with current information about changes in programs, policies, and procedures. Ultimately, employees will take this course once every three years.

209.3 Institution Conducted In-Service Courses

All new employees must undergo forty hours of institutional orientation which includes an overview of the programs, activities, special requirements, population characteristics and the role of the employee in the institution operation.

This orientation program is scheduled for new employees by the institution Training Officer. Ideally, it occurs during the first six weeks of employment. However, because of scheduling problems, some new employees may not receive this training until later in their employment.

New employees are also required to undergo training in Institution Application of Correctional Techniques. This course is

taught at the institution level and is a review of basic material taught at the Staff Training Centers with emphasis on local application of skills, techniques and policies.

Institution Disciplinary Procedures and Report Writing are two four hour courses required of all employees. These courses cover the systematic approach to the processing of inmate misconduct reports from initial preparation through disciplinary committees and final appeal processes.

Instruction is given in the mechanics of writing clear, concise reports and the importance of such reports in administrative and legal processes.

Administrative Remedies Procedure is a one and one half hour course offered at every institution, and it is required of all employees. This course describes in detail the procedure used to process inmate grievances up to and through federal courts.

Introduction to Interpersonal Communication and Advanced Interpersonal Communications are each forty hour courses that are offered at every institution. In these courses, employees are taught basic counseling skills with emphasis upon working with the more difficult inmates. The Introductory course is required for correctional officers for promotional purposes. Education staff and other employees are encouraged to complete both courses.

Each institution also offers courses in Yearly Refresher Training and Disturbance Control and Emergency Procedures. The time frame of these courses varies from institution to institution. However, the two courses cover a review of current institution disturbance plan, riot squad tactics, use of firearms, gas and other distrubance control equipment.

209.3.1 Departmental In-Service Training

There are no prescribed courses for departmental training. It is expected that good managers will hold frequent regularly scheduled department meetings, that they will be aware of staff needs and that they will develop in-service training to meet those needs. The training may take place at regular department meetings or at special sessions scheduled by the department head.

Since academic teachers (ABE, GED, Social Education, college, etc.) rarely know much about the curriculum of occupational

classes and occupational instructors rarely know much about what is taught in an academic classroom and few teachers are familiar with leisure activities; a supervisor may find it advantageous to expose all education staff to all phases of the department's operation. This can be done by scheduling various staff members to discuss their work at staff meetings. This procedure will enable staff members to understand each others work, to answer questions from inmates and to counsel them about all program areas.

Another topic that may be appropriate for in-service training is a review of how to prepare course curriculums and daily lesson plans.

Other topics for in-service training might include:

Testing procedures and test score interpretation

Utilizing community resources

Demonstrations of new audio visual equipment

Motivating students

Occupational outlook and emerging job opportunities

Education Supervisors may wish to bring in outside resource people to discuss various in-service training topics.

209.4 Other Sources of Training

Professional organizations and their periodic conferences are sometimes an excellent source of continuing education or in-service training.

Additionally, State Departments of Education and other organizations sometimes sponsor training sessions or seminars in which institution education personnel can participate. Major manufacturers of audio visual equipment, from time to time, sponsor training sessions on effective utilization of their equipment as well as demonstrations of new equipment.

All education and leisure time staff should be encouraged to advance their formal professional education. While in-service courses and authorized participation in professional meetings are generally held during regular working hours, formal professional education must be pursued on the individual's own time.

300. PROGRAM SCOPE AND CONTENT

301 The Learning Resource Center

A Learning Resource Center is a facility that provides students with the opportunity to study the subjects they wish to study and to learn at their own rate of speed. This is accomplished through the use of programmed instructional materials, audio visual aids, and individualized personal instruction.

In a Learning Center students sit at study carrells working with programmed materials in various subject areas or with audio visual devices while teachers and tutors move around the room offering help, as needed, on an individual basis or on a group basis in adjoining classrooms.

The core curriculum of most Learning Centers consists of Adult Basic Education and G.E.D. preparation classes. However, in many institutions, the Learning Resource Center offers a wide range of programmed materials including occupational "shop" related courses and leisure time activities, brush-up courses and resource materials for college courses.

A good Learning Center consists of a central room adjoined by several smaller rooms. The Center and adjoining rooms should be well lighted, well ventilated, and have good acoustics. There should be ample storage space with a check out area or other provision for dispensing materials.

The central room should be equipped with study carrels arranged in such a way as to discourage extraneous conversation between students that will interfere with the learning process. The carrells should preferably be equipped with electrical outlets since some of the hardware used in a Learning Center is electrically operated.

The adjoining classrooms should be equipped with tables and chairs or desk-chairs and blackboards.

Hardware commonly used in Learning Centers consists of a video tape recorder and at least one monitor, a number of small portable cassette tape recorders, sound filmstrip projectors, slide projectors (sound-on-slide projectors are particularly useful), Bell and Howell Language Masters, controlled readers, a super 8 mm sound filmloop projector and a 16 mm movie projector.

Software consists of programmed instructional material at various levels of difficulty in reading, math, English, spelling, science and social studies. Commercially prepared programmed materials are available in many subjects that might be offered in a Learning Center. A list of programmed instructional materials, their publishers and hardware manufacturers can be found in Appendix III of this handbook.

301.1 Placement Test and Individual Prescriptions

When students enter an Adult Basic Education or a GED preparation class in a Learning Center, the Learning Center Coordinator or a teacher carefully maps out a program of study with each student. Scores in the various subject areas of the Stanford Achievement test, or other appropriate test, are consulted to suggest a starting point in each subject area. Many programmed courses have their own placement tests that are useful.

Once a starting point is determined, an individualized curriculum is often written by the Coordinator or teacher with the student's understanding and consent. This outlines the various courses the student will study and gives a tentative completion date for each course.

301.2 Interest Survey and Profile of Student Needs

Before any attempt is made to establish a Learning Resource Center, a complete study of the educational needs and interests of the inmate population should be conducted. This study should also include demographic , educational achievement, pertinent medical, social and related data. Obviously, it would be inappropriate to establish a Center geared primarily to GED preparation when a large percentage of the population are high school graduates.

Several other factors need to be considered in establishing a Learning Center.

(1) Ideally, a Learning Center should be in a large attractive area dedicated to that purpose. However, where space is at a premium it can be part of an already existing library or some other appropriate area. The concept is flexible and lends to adaptation depending on circumstances.

(2) The availability of staff is a potentially limiting factor. Whenever possible, it is desirable to staff the Learning Center with professionally trained people. Certainly, a full time

professional staff person should have direct supervision of the Learning Center. This person, usually known as a Coordinator, can act as a teacher, at least part of the time, as well as perform necessary administrative work. In selecting a Coordinator and any additional teachers for the Learning Center, their professional training should be considered. A teacher who majored in adult basic education or remedial reading would, all things being equal, be well qualified.

(3) Budgetary limitations are, of course, another factor to be considered in the establishment of a Learning Center. A relatively small sum of money can purchase the basic software needed and major hardware can be included in major equipment requests.

There is no intention here to suggest that ABE and GED preparation courses taught in a Learning Center environment are necessarily a preferred option to traditional classroom methods. Both approaches are necessary to reach students who have different learning styles and scheduling needs.

302 GED Program

GED testing is an essential element of an institutions' educational program. The majority of inmates who enter federal institutions have not completed high school. It is one of the goals of the Bureau of Prisons outlined in Policy Statement 7300.63A that "All residents with the need and capacity should, during confinement: . . . . complete the Adult Secondary Education Program." The Adult Secondary Program, as defined in the Policy Statement, is a program designed either to prepare students to successfully pass the GED test or to receive a regular high school diploma.

Institutions may administer the GED test to inmates who have not taken a GED preparation course. However, inmates who score below 9.0 on the SAT should be strongly encouraged to enroll in a GED Preparation Program. Review materials of the programmed self-study variety should be made available to all inmates scheduled to take the test. A one-half length GED test (which costs $2.00 per copy) is available from the GED Testing Service. This can be used as a pre-test to measure an individual's readiness for the full GED.

Minimum passing scores on the GED test still vary slightly between states. However, a majority of states require a minimum standard score of 35 on each individual test and a minimum

standard score of 45 for the entire battery. Minimum acceptable scores are set by state Departments of Education as the basis on which a high school equivalency or similar certificate will be issued. All fifty states will now recognize successful GED completion as an indication that an individual possesses knowledge and skills that approximate that of a high school graduate.

Inmates who fail one or more sections of the GED may be retested after a four month waiting period. They may be retested on only those portions of the test that they failed, or they may take the entire battery over again. Education Departments should not schedule individuals to be retested unless they can demonstrate that they have engaged in additional preparation during the four month period.

The Bureau of Prisons has a contract, renewable annually, with the Overseas Branch, GED Testing Service, the American Council on Education, One Dupont Circle, Washington, D. C. 20036. All Bureau institutions must order their GED tests from the GED Testing Service and return the tests there for scoring -- usually a five day turn-around. The Council provides each institution a detailed set of instructions for GED test purposes.

The GED testing program at institutions (particularly those placed on probation by the GED Testing Service because of computer detected incidences of cheating) is closely monitored by Regional Education Administrators. One of the primary responsibilities of federal prisons as authorized GED Testing Centers is to protect the integrity of the test. The GED Testing Service will withdraw testing privileges from institutions that are negligent in this area. A locked safe or some other secure arrangement is required to hold the tests before they are administered.

It is important that individuals who are retested use the exact same name on the re-test that they used previously. Otherwise, the Testing Service will not be able to interface two different testing sessions and scores for those persons. Institutions should make every effort to insure that testees use their legal names. Three copies of the test scores are provided for each individual tested. Additional copies cost $1.00 each.

A new GED test is scheduled for use in 1978. It will be a shorter test which takes only six hours to administer as compared with ten hours for the present test. The new test, like the present one, will have twelve different forms, all of which will be available when the new test is released.

303 Postsecondary Programs

It is the policy of the Federal Bureau of Prisons (as outlined in Policy Statement 7300.56A) to encourage inmates to enroll in postsecondary education programs. Such programs generally are occupationally oriented and are provided by vocational-technical schools, community and junior colleges and four year colleges and universities.

A variety of on-site postsecondary programs exist in federal correctional institutions. These programs range from several courses offered each quarter or semester to a full two year curriculum leading to an Associate in Arts and Sciences or equivalent degree. Several institutions offer a four year on-site baccalaureate program. The Bureau's primary objective in this area is to offer inmates, for whom postsecondary education is an appropriate program goal, an opportunity to accomplish that goal. Most prisoner-students will be unable to complete their postsecondary studies during their incarceration. It is, therefore, important that education departments help students who have been active in on-site programs to identify a practical means of continuing their education after release.

Before establishing an on-site postsecondary program, considerable preliminary work should be done.

1. The Education Supervisor should be familiar with the educational needs of the population. Education records and test scores should be consulted to help determine whether there is a need for a postsecondary program. Also, the population should be surveyed to determine whether there is sufficient interest in such courses. For example, there might be little demand for postsecondary courses in a population where 75 percent or more of the residents are not high school graduates.

2. The Supervisor of Education should be familiar with the higher education resources of the local and nearby communities. The Supervisor should contact the officials of the various education institutions in the area and discuss with them the nature, size and scope of any proposed program. It is advisable that the Warden and/or Associate Wardens be involved in these discussions.

If there is more than one appropriate education institution in the area, a choice may have to be made as to which school can offer a program better suited to an institution's needs and at

the most reasonable cost. In some states postsecondary courses may be free of charge to the institution or can be provided at nominal costs. It is important to comparison shop in order to obtain the most cost-effective course offerings.

A word of caution in connection with choosing an appropriate school. Federal institutions are not necessarily bound by state postsecondary institution jurisdictional lines. However, a federal correctional institution should consult with the State Board of Higher Education to determine how it views the best way to deliver postsecondary education services.

3. Additional factors that must be considered in planning a postsecondary program are space and time. The number of classes that can be offered at an institution during any quarter or semester will depend to some extent on the number of classrooms available.

The Supervisor should make optimum use of classrooms. If institutional security and other considerations can be met, it is desirable to have both day and evening classes. This promotes optimum classroom utilization and provides maximum opportunity for prisoners to participate in programs.

4. Payment for courses will depend upon an institution's budget, courses offered, and the personal financial situation of students.

Policy Statement 7300.56A, while not ruling out limited institutional support for (up to ½ of tuition costs) postsecondary programs, clearly encourages the Education Supervisor to assist students to identify personal resources including federal and other tuition support programs as follows:

a. The Basic Education Opportunity Grant (BEOG) administered by the Department of Health, Education and Welfare, Office of Education (OE) is available to many inmate-college students who have not been enrolled in college courses prior to April 1973. This grant alone may not pay all of a student's expenses including books. However, it will usually pay more than half of the cost of the tuition and books.

b. The Supplementary Education Opportunity Grant (SEOG), another OE grant, is usually available to inmate-students who have been enrolled in college and have been receiving the BEOG for at least one term.

c. Veterans benefits are particularly attractive to qualified inmates. Prisoners receiving VA benefits can usually pay all college expenses and still have a considerable amount of money to put in savings or to send home to their families.

Veterans with a bad conduct discharge are also eligible for consideration by the VA for educational benefits. Recent changes in the law, while increasing the amount of the entitlement, require veterans to use their education benefits within ten years of their release from active duty.

Education Supervisors should contact the financial aid officer of the contracting college or vocational-technical school for information and help in securing the BEOG, SEOG and perhaps other loans, grants and scholarships. The Regional Veterans Administration Office or school VA counselor can be helpful in securing VA benefits for students.

Correctional education managers have available a variety of postsecondary options for those students whose needs cannot be met by on-site programs. These programs are available through:

1. "University Without Walls" - (write Union For Experimenting Colleges and Universities, 106 Woodrow Street, Yellow Springs, Ohio 43587 for listing of colleges and universities which participate in the University Without Walls consortium) NOVA and other "open" universities.

2. Correspondence Courses - Consult National University Extension Association "Guide to Independent Study Through Correspondence Instruction", Suite 360, One Dupont Circle, Washington, D.C. 20036.

3. Park College/Crown Center School for Community Education, 2420 Pershing Road, Kansas City, Missouri 64108 Tele. no. 816-842-6182.

4. Steed College, Post Office Box 3098, CRS, Johnson City, Tennessee 37601.

5. Free University Network, 615 Fairchild Terrace, Manhattan, Kansas 66502, tele. no. 913-532-5866.

Some of these alternatives may be relatively expensive and will generally be available to those inmate/students who can afford to pay from $60 to $100 per correspondence course or from $34 to $50 per credit hour. Veterans Benefits, BEOG, SEOG, and other grant funds may also be used for these programs where inmate/students are eligible.

304 Study Release

Two types of study release programs exist in the Federal Prison System; 1) release from the institution during the day and 2) full-time residence at a center away from the correctional institution for the specific purpose of full-time attendance at an educational institution. The term "study release" used in this section of the handbook refers to the former; that is, programs in which inmate/students live in the correctional institution but leave during the day or evening hours to attend classes at a local college or vocational school. Non-school hours are spent in the institution, and study releasees are encouraged to take an active role in the institution's activities. The other type of study release, Residence Release Centers, will be described later in this section of the handbook.

Several Federal Correctional Institutions have study release programs established in accordance with Policy Statement 7500.20B standards and guidelines.

The criteria for admission to a study release program are specified in the Policy Statement. The chief criteria are: prisoners must have a year or less remaining before a probable release date; they must have community custody status; and they must be approved for study release by their unit/classification teams.

High school graduation or successful completion of the GED is generally required as a prerequisite to consideration for study release.

Some institutions require further that inmates demonstrate their ability to handle college level work by completing several on-site college courses.

The major advantage of study release is that it provides still another program opportunity to correctional managers, particularly for those inmate/students whose education and occupational training needs cannot be met by inside programs. Further.

study release provides prisoners with some opportunity to live in the free world and eases the transition following release.

Tuition and books for students who participate in post-secondary study release programs may be handled in the same way as participation in inside courses. Inmates can apply for BEOG and SEOG grants or VA educational benefits.

It is Bureau policy to encourage the use of study release programs; however, the decision to do so is a local one and frequently depends on proximity to educational institution, security level of the institution and its mission, demographic and educational characteristics of institution population, programs available inside the institution and financial considerations.

While a number of Federal institutions have study release programs only one resident release center for federal prisoners is currently operational. It is located in the Bureau's Western Region at the University of Washington in Seattle.

In a resident release program, participating prisoners live on campus and take part in regular campus activities. Supervision similar to that provided at Community Treatment Centers (halfway houses) is required. Students must sign out when they leave their quarters and sign in upon their return. Curfew hours are enforced and passes are required when students are to be away from campus overnight. Normally, passes are issued only on weekends.

The Federal Bureau of Prisons contracts with the University of Washington for room, board, tuition and books. Prisoners must meet the same basic qualifications for participation in a resident release project as they do for other study release programs.

The project at the University of Washington accepts both federal and state prisoners. Lower division as well as upper division and graduate level students are eligible for consideration. Prisoners from any federal institution are eligible for consideration if they plan release in the state of Washington.

One of the Bureau's long range goals is to have at least one study release residential center in each Bureau region.

305 Occupational Education Programs

Occupational education is an essential part of program activities which provide offenders the opportunity to prepare to engage in a productive and satisfying career after release. All occupational programs should be closely coordinated with other education, industrial and work assignments.

Four broad occupational areas should be utilized to provide quality skill training programs: 1) exploratory training, 2) formal vocational training, 3) on-the-job training in maintenance work and correctional industries, and 4) apprenticeship programs. (See Policy Statement 7300.13A).

305.1 Exploratory Training is a pre-vocational activity designed to evaluate interest and aptitude in occupations and trades and which uses experimental work operations and projects as a requirement or condition for entrance into specific trade or occupational training. These courses should be short-term and should be used to assist those students who have had very little, if any, formal training or work experiences, to gain some insight into the world of work and in the selection of a career. Course content should include industrial and business operations and should not be construed to be an arts and crafts, hobby shop type of activity.

305.2 Vocational Training is a formal instructional activity that deals with learning the basic skills of career oriented occupations and the tools, processes and techniques associated with industries and businesses which have a demand for persons who possess these skills. Course content and instructional activities should place a strong emphasis on the development of quality work skills, academic support subjects related to the occupation, and related information which enhances skill development and provides knowledge about industrial organization, labor and management, employment practices, the interrelationships of working on the job with other people, wage and hours laws, social security, and other socio-economic factors which are essential to maintaining job stability and security.

Vocational training courses can serve as preparation training for entrance into a registered apprenticeship course. For instance, a nine month machine shop course can prepare a student to enter a machinist apprenticeship program. The apprenticeship program may be offered in the institution or, if not, the student may be qualified to enter an apprenticeship program upon release. If this is the objective, the student should take the vocational training course during the last year of incarceration.

The very minimum objective of a vocational training course should be to prepare a student for an entry level job in that trade.

Course offerings should be flexible to reflect changes in inmate interests and the job market.

305.3 On-the-job Training is organized instruction which utilizes the actual working conditions in institutional maintenance shops, Federal Prison Industries, Production Training Units and other services in the institution which can be utilized for organized instruction in various occupations. Course content will be similar to that required for apprentice and occupational training in industry and business. Trainees assigned to the shops and offices will be learning at the same time they provide a service for the institution and may be rotated through the various work assignments and functions in order to gain full knowledge of the working operations of various occupations. Related courses (supportive education) will be a part of this organized training as it is for all other vocational training activities.

On-the-job training, like vocational training programs can provide inmates with basic background experience necessary to qualify for admission to an apprenticeship program.

Care must be taken in establishing and operating on-the-job training programs to see that performance objectives are established and maintained on a continuing basis. Policy Statement 8320.2B specifically assigns Supervisors of Education responsibility for evaluating on the job training programs. Supervisors will need to secure the full support of the Warden and Associate Wardens since, in the performance of this duty, they may have to cross departmental lines.

305.4 Apprentice Training is similar in design to on-the-job training except that it is more highly structured and includes sequential instruction that meets the standards for the respective trades approved by the Joint Apprenticeship Training Committee and the Bureau of Apprenticeship and Training, U. S. Department of Labor or a state apprenticeship training agency.

Bureau Policy Statement 7001.2A specifies steps to be taken if an institution desires to establish an apprenticeship program. Any proposed apprenticeship program should have the full backing of the institution's executive staff.

The local or state Bureau of Apprenticeship Training representative is the key person to contact once approval of the institution's executive staff has been obtained. If problems arise that cannot be solved at the local or state level, assistance is available from the BOP Regional Education Administrator or the Central Office staff.

Once a proposed apprenticeship program is approved, it will come under the jurisdiction of a joint apprenticeship training committee. Committee membership is composed of trade union leaders and representatives from the business community. This committee will screen and approve applicants for the institution's apprenticeship program, monitor the progress of apprentices, and take action, if necessary, to drop from the program an apprentice whose performance is not up to standards.

A nationally recognized certificate of completion is awarded individuals who complete an apprenticeship program to the satisfaction of the joint apprenticeship training committee. This certificate is issued by the Bureau of Apprenticeship Training.

Inmates, who are released from the institution prior to the completion of an apprenticeship program and who desire to continue their training, can usually secure a letter from the joint committee. The letter will be addressed either to the union local or to another joint apprenticeship training committee in the locality where the offender will be living. The letter will state that the individual was enrolled in an approved apprenticeship program, and it will record the number of completed hours of training. The letter may also comment on the quality of the apprentice's work.

Institutions which establish approved apprenticeship programs should designate a specific staff member to act as apprenticeship coordinator. This person may be a teacher and have other duties as well. However, the apprenticeship coordinator will need some time to work with the apprenticeship program and the Joint Apprenticeship Committee.

306 Correspondence Courses

The number and variety of correspondence courses on the market today is almost infinite. Correspondence courses are available in practically every subject imaginable ranging from complex engineering courses to courses designed for hobby enthusiasts. Inmates can enroll in most of the courses available without violating Bureau or institutional policies.

Generally, inmates must make their own arrangements in regard to ordering and paying for correspondence courses. The cost of returning lesson materials to the school must also be borne by the inmate. The provision of Policy Statement 7300.56A concerning institution funding of college programs may be applied to accredited college correspondence courses at the discretion of the institution. Supervisors of Education are usually responsible for granting mail room authorization for inmates to

receive the courses. The Supervisors' duty here lies in trying to ascertain that whatever is shipped to the inmate will not violate institution policy or security.

The major accrediting agency for correspondence schools is the National Home Study Council in Washington, D. C. This organization sets minimum standards that schools which hold membership must meet. Only a few schools which hold membership in this organization offer college level courses. Most of them offer occupationally related correspondence courses. One member school, International Correspondence School (ICS) does offer college level courses that have recently been accredited by the Middle States Association of Colleges and Secondary Schools.

The major national association of colleges and universities which offer extension courses through correspondence is the National University Extension Association. Member schools offer courses for high school and college credit as well as non-credit courses.

A few member institutions offer graduate work for independent study. The NUEA cautions, however, that credit for graduate work is usually available only from the institution which offers the course.

Regardless of the accreditation of a correspondence school, it is advisable for students to check with the school from which they plan to graduate before enrolling in a correspondence course. Most colleges and universities strictly limit the amount of independent study credit that can be applied toward a degree.

Inmates eligible for Veterans Educational Benefits can receive the benefits for correspondence courses. However, veterans should make sure that the VA approves the course that they wish to take. VA approval of correspondence work is on a course by course basis.

The fact that a Correspondence School is approved for veterans training does not mean that every course offered is approved. Conversely, schools that do not have VA approval may offer some courses that are approved.

Education Departments should have information about correspondence courses available to inmates upon request. Staff members should have some knowledge of correspondence schools and should be prepared to assist veterans to obtain VA benefits for approved courses. However, everyone involved should be sensitive to the high dropout rate of students who enroll in correspondence courses. Students should be counseled <u>not</u> to enroll

in expensive programs until they have tested their educational perserverance in some in-house self-study programs. Wherever possible education staff should offer to assist correspondence course students in discussions of course content and related matters.

307 Library Services

Availability of library services to the inmate population is a program goal important to the overall operation of an institution not only for educational and cultural purposes but as a leisure activity that will interest a significant number of inmates.

307.1 Physical Layout of Library

Some institutions have a centrally located space that is designated as the library. Other institutions maintain small library and reading area space within each housing unit. Whatever the arrangement, space set aside for library purposes should be well lighted, well ventilated, tastefully decorated and comfortable.

Some institutions lack space and funds for internal library services but utilize bookmobile or other appropriate local library services.

It is the goal of the Bureau of Prisons that library services similar to those available in the outside world will be made available to inmates. The way in which these services are provided will depend on individual institution situations.

307.2 Materials Available Through Inmate Library Services

Each institution should make available to inmates as wide a range of reading materials as possible; e.g., periodicals, newspapers, fiction, non-fiction and reference books. If college courses are offered, appropriate resource books should be accessible to students for research purposes.

307.3 Sources of Library Books

Some institutions utilize local bookmobile services. Another excellent source of books is the inter-library loan arrangement through which books dealing with an almost unlimited variety of subjects can be obtained.

University libraries also make books available through inter-library loan procedures. The Supervisor of Education (or person designated by the Supervisor) can coordinate this service.

Institutions that maintain their own in-house collection of books may find that a portion of the education budget can be put aside for the purchase of new books or replacement of worn out volumes.

One plan for building and maintaining an in-house library collection is the McNaughton Plan. This is a lending/purchase plan approved by GSA for federal libraries. Under its provisions, a library is loaned a basic collection of books and receives a given number of prepaid new books each month. The number of loaned books in the core collection and the number of prepaid new books received each month depends upon the subscription rate paid by the institution.

The Bureau of Prisons does not necessarily endorse the Mc Naughton Plan. It is mentioned here as one relatively inexpensive way of building an on-site library. Further information on this Plan is available from the Central Office Education Section.

The National Women's Committee of Brandeis University is a source of free books to federal prisons. The Committee supplies books from surpluses of book sales, and from unsold books of national publishers such as Bantam Books, Ace, Dell, etc. Over 300,000 books have been distributed to 32 federal prisons by the Brandeis Committee, since 1973. Most of the books available through this program are paperback fiction. Institutions which wish to participate in this program should contact the Regional Education Administrator or the Central Office Education Section.

307.4 Spanish Language and other non-English Publications

It is important to remember that approximately 20% of federal prisoners are of Hispanic background; a significant number consider Spanish their first language. Appropriate efforts should be made to provide leisure time and other reading materials in Spanish or any other foreign language used by a significant number of inmates.

308 Legal Libraries

The Bureau of Prisons Policy Statement 2001.2B requires federal institutions to afford inmates reasonable access to legal

materials, counsel, and reasonable opportunity to prepare legal documents. Each institution is expected to have a law library and to establish procedures which provide the maximum number of inmates optimum opportunity for its use.

308.1 Physical Layout and Location of Legal Library

The legal library should be in a central location, readily accessible to all inmates. If a regular inmate library exists in the institution, it may be desirable from the standpoint of convenience of location and supervision, to place the legal library in the same area. Regardless of the legal library's location, every effort should be made to insure that all inmates know where it is located. In-house publications, bulletin board notices and other communications should announce the library's location, hours, etc.

The area that is selected for a legal library should be large enough to contain all present volumes and periodicals, and there should be space for expansion. The room should be well lighted and contain sufficient tables and chairs to accommodate comfortably fifteen to twenty residents at a time.

Typewriters should be provided in the legal library, or some other arrangement should be made, so that inmates can get their legal work typed.

308.2 Hours of Operation

In accord with Policy Statement 2001.2B, legal libraries should be open during evening hours, weekends, and holidays as well as during regular work days. Such a schedule should provide all inmates, regardless of job assignment, the opportunity to use the institution's legal resources.

308.3 Staffing and Responsibility for the Legal Library

Legal libraries now officially come under the supervision of the Education Supervisor.

Bureau policy requires that one staff member be designated as the "law librarian". Preferably, this person should have some familiarity with library procedures. This individual will, in most institutions, have other duties and responsibilities as well. However, whoever is designated law-librarian will be responsible, under the Education Supervisor, for seeing that the library conforms to Bureau policy.

Trained inmate staff can assist in the operation of the library. The "law librarian" however should be responsible for supervision of inmate staff.

Staff will be offered training opportunities, from time-to-time to assist them to carry out their law library responsibilities. They should participate in these programs as often as necessary and, in turn, train other appropriate staff and inmate assistants.

308.4 Content of the Legal Library

Since the publication of Policy Statement 2001.2B, the Bureau of Prisons has expanded the list of required publications. In addition to publications listed in the Policy Statement, each law library should contain the following:

1) Title 5, Section 1 - 5100 of the United States Code

2) Legal Research, Writing and Analysis by Statsky

3) Corrections and Prisoners Rights In a Nutshell by Krantz

4) Legal Research in a Nutshell by Cohen

5) Modern Criminal Procedure by Hall and Kamisar

6) Modern Federal Practice Digest, Volumes 16 - 18A, 26, 26A, 39, 42 and cummulative supplement

7) United States Supreme Court Reporter, Volumes 91 - 94A

8) Decisions of the United States Supreme Court (complete set)

9) Criminal Law Reporter (Bureau of National Affairs) Volumes 16 - current

10) Shepard's Federal Citations

A change has been made in one publication requirement specified in Policy Statement 2001.2B. Legal libraries are no longer required to have copies of Sections 1975 - 2010 of Title 42 of the United States Code. Instead, they are now required to have copies of sections 4001 to end of title 42.

The list of required legal reference material is expanded and revised from time to time by the Office of General Counsel

to maintain consistency with current judicial opinions. The Central Office librarian provides institutions with an up-to-date list of required legal documents. Provisions of Policy Statement 2211.3 concerning Inmate Accessibility to Supreme Court Opinions should also be taken into consideration in establishing and maintaining a legal library.

The Central Office, through the Central Office librarian, pays for each institution's annual renewal of the following publications:

1) Federal Reporter

2) Federal Supplements

3) Criminal Law Reporter

4) Pocket parts of US Code Annotated

5) Lawyers' Edition of Supreme Court Reports

6) Pocket parts of Modern Federal Digest

308.5 Reproduction of Legal Reference Materials

Institutions are expected to establish procedures whereby inmates can have legal documents duplicated if they can demonstrate that more than one document must be submitted to the court or if the material is needed for research outside the library area. The time during which this material can be duplicated should be set by the staff so as not to interfere with regular institution operations. Inmates should bear the cost of such duplication services unless staff waives this requirement for a particular inmate. It is anticipated that inmates who make frequent requests for large quantities of duplicated material will be required to bear the expense. Several institutions are successfully using coin operated copying machines; other institutions may want to explore this alternative.

309 Leisure Activities

A well balanced leisure activities program (the term leisure activities includes all recreational programs) will include a variety of activities. They should be sufficiently diversified to provide something for everybody. Further, these activities should include "organized" and structured programs as well as informal ones.

Policy Statement 7300.88 provides general guidelines for the administration of leisure programs as well as definitions of terms.

Inmate participation in organized leisure activities should be reported via IPRS (see Handbook Section 203 - IPRS) when inmates are programmed for a particular activity by their unit classification team.

Enrollments, completions and withdrawals from these programs must be recorded on form BP 6.1 for submission to the Bureau through IPRS.

309.1 Objectives

A leisure activity program should be designed to help participants achieve the following objectives:

1. Good physical and mental health
2. Good sportsmanship and teamwork
3. High morale
4. Leadership skills
5. Good interpersonal relations
6. Intellectual and cultural advancement
7. Constructive use of leisure time
8. An acceptable degree of self discipline
9. Preparation for return to the community through appropriate leisure programs

In order to meet these objectives, a leisure activity program should consist of at least the following components: athletics, cultural and social activities, including visual and performing art programs, hobbycrafts, and "live" entertainment.

309.2 Athletics

Intramural competition is the major focus of athletics in a good leisure activities program. Most federal institutions

are now organized around functional units. Intramural athletic activities can serve an important role in these institutions by fostering competition between the units thereby building morale and a sense of teamwork and pride in the unit. Correctional counselors and other unit personnel should be encouraged to form teams from their units.

In all federal prisons, intramural athletic activities provide opportunities for inmates to participate for reasons of personal development and satisfaction as well as for the challenge of competition.

Intramural athletic activities usually include softball, basketball, vollyball, soccer, track and tennis, weightlifting, bridge and chess.

Many federal prisons also organize varsity teams in these activities. The varsity teams compete against non-professional and non-scholastic teams from the community. Even maximum security institutions can sometimes make arrangements for their varsity team to leave the institution, properly escorted, to play scheduled games or to participate in community based activities. Institutions that have functional units may choose their best unit team to represent them. Institutions that do not have functional units, may choose members of their varsity teams from the best players on the various intramural teams.

Recreation coordinators are encouraged to arrange with the institution administrative staff and the Food Service Supervisor to hold an Awards Banquet at the end of each varsity season to recognize outstanding participation.

A good leisure activity program should provide opportunities for ad hoc groups of inmates to organize themselves into teams and to compete against each other. Opportunity should also be provided for such activities as handball, weightlifting, horseshoes, shuffleboard, golf, miniture golf, table tennis and billiards.

On holidays, competition in a wide variety of events should be scheduled.

As a part of a "sound body and mind" program, staff are encouraged to conduct and involve inmates in organized physical fitness programs consisting of calesthenics, walking and jogging around the track and other appropriate activities. Perhaps a physical fitness program could be organized to involve both inmates and staff. Staff modeling in the area of physical fitness would be to the mutual benefit of staff and inmates.

309.3 Cultural and Social Activities

In most Federal institutions there is a growing number of inmate activities that may be classified as either social or cultural. Cultural groups include special organizations of Blacks, Hispanic-Americans and American Indians; art and drama groups; musical organizations such as rock-n-roll, jazz and country and western bands; dance groups; and, authorized inmate produced in-house publications such as, a weekly newspaper distributed to the population and/or a quarterly magazine featuring prose and poetry written by members of the population.

Socially oriented groups include Jaycees, Toastmasters, and chess and bridge clubs. Additionally, many institutions have various religious and self-help groups.

Bureau policy encourages the establishment of inmate organizations and Policy Statement 7300.115A sets forth guidelines for their establishment. Leisure Activity Coordinators should be thoroughly familiar with these guidelines.

Leisure Activity Coordinators are responsible for monitoring inmate organizations. This monitoring is accomplished by determining that each organization is in compliance with the guidelines set forth in Policy Statement 7300.115A. The Coordinator is also responsible, in most institutions, for scheduling meetings and activities of inmate organizations and finding space for their activities. Whenever outside visitors are involved in these programs, the Coordinator must compile lists of the visitors' names and arrange security clearance for them.

309.4 Movies and Stage Shows

A number of institutions continue to rent motion pictures for showing on a regular basis. Sometimes these programs are supplemented with films obtained on loan from various "free" sources (such as those listed in the Educator's Guide to Free Films) and from local libraries. Some program managers are able to rent 16 millimeter versions of older Hollywood productions for a nominal fee.

Policy Statement 7300.126 sets forth procedures for film selections and specifically bans "X" rated films in federal institutions.

In many areas where Federal Correctional Institutions are located entertainers and entertainment groups perform at local clubs or on local TV or radio. These groups are often willing to visit the institution and perform for the population without charge.

Within the bounds of security considerations and common sense, such programs should be encouraged. Sometimes even nationally known artists or entertainment groups will take a few hours out of their busy schedule to perform at the institution when they are in the area, if they are invited.

Other likely sources of "live" entertainment are inmate drama groups and staff-inmate talent shows. Movies and stage productions often attract a larger percentage of the population than any other single leisure activity.

309.5 Hobbycraft

Hobbycrafts are also important in a comprehensive recreation and leisure activity program. Each institution should offer as large and diversified a hobbycraft program as the institution's funds and participant interest indicate. Hobbycrafts offer people still another opportunity to be creative on an individual basis, and to use leisure time in a constructive manner.

A diversified hobby shop program includes, but is not necessarily limited to, oil and water color painting, leather and copper work, ceramics, pottery, lapidary, needlepoint and macrame.

Hobby shops should be open during hours which will insure maximum utilization. In many institutions evening and weekends are the most opportune times for hobby shop operation. A number of program managers utilize contract personnel for hobby shop instruction and supervision. Whether contract or full time staff are utilized, thorough methods of tool control are absolutely necessary. It is important that these procedures be followed closely. Loss of potentially dangerous tools menaces the well being of the population and staff, and also jeopardizes the continuation of the hobbycraft program.

Policy Statement 7300.83A defines hobbycraft articles and art work. It outlines methods of purchasing materials and disposition of finished products. All program managers and hobbycraft instructors should be thoroughly familiar with the provisions of this Policy Statement.

309.6 Inmate Involvement

Leisure Activities should be emphasized and publicized in appropriate ways, such as: articles in the inmate newspaper about sports or leisure activity events, a leisure activity handbook

distributed during orientation sessions to all newly admitted inmates, and official recognition of winning teams and outstanding players. Some institutions promote leisure activities by sponsoring an Inmate of the Month Award.

The Education Department staff member who conducts A&O interviews should explain the institution's leisure activity program to new inmates. Efforts should be made to determine their needs and specific recommendations should be made to the unit classification team.

Maximum utilization should be made of inmate resources in leisure activity programs since, in most cases, professional staff must spend a considerable portion of their time planning, organizing and providing the supervision necessary for the various activities. Frequently, experienced inmates can be found to serve as coaches, umpires, referees, and instructors. Whenever there is insufficient experienced personnel available in the inmate population, the Leisure Activity Coordinator may wish to initiate a training program.

309.7 Staffing Patterns

The following are recommended minimum staffing patterns for all institutions except Metropolitan Correctional Centers and prison camps:

1 Leisure Activity Coordinator

3 Leisure Activity Staff

310. SOCIAL EDUCATION

310.1 Definition and Purpose

Social Education is, quite simply, learning to live with oneself and others, and knowing how to cope with the social and economic conditions of the present day world. Practical experience as well as many published studies indicate that like most people, many prisoners can benefit from programs designed to strengthen coping skills. It seems likely that, in some cases, the failure to develop a positive self-image and adequate social skills may be a contributing factor to illegal behavior.

Because of this likelihood and because of the strong opinion within the BOP that Social Education can contribute to positive life styles, Policy Statement 7300.118 was issued. This Policy Statement sets standards and provides guidelines for the establishment of social education programs. All institutions which want to become involved are required by the Policy Statement to develop a social education action plan. These plans (along with a copy of an institutional policy statement concerning Social Education) are on file in the Education Services Section of the Central Office. Regional Offices should also have a copy of the Social Education Action Plans and Policy Statements for each institution in its region.

Each institution has been provided with a copy of the Bureau's Social Education Handbook. This Handbook can be helpful to those who have the responsibility to design and implement Social Education programs.

Following are examples of how Social Education can be part of all institutional operations - how each department and activity can contribute to the total social education experience.

310.2 Role of Education Services in Social Education

College level or other courses in marriage and the family, parenting, and human relations can promote understanding of others.

Consumer education, personal finance management, and drivers education courses along with others of a similar nature can contribute to stronger socio-economic coping skills.

310.3 Role of Leisure Activities in Social Education

Service clubs such as Toastmasters and Jaycees contribute to a positive self image by providing speaking opportunities for their members, by having members work together on club projects, and by their public service oriented activities. (It feels good to do something for someone else). Under proper direction cultural groups can contribute not only to a positive self image but to understanding people of different ethnic background. Sports and other activities (such as bridge and chess) foster competition and help to increase feelings of self-worth and teamwork.

310.4 Role of Psychology and Chaplaincy Services in Social Education

Group therapy, transactional analysis, Self Image Seminars, Guides to Better Living, Self Improvement Groups, Yokefellows, Alcoholics Anonymous, Success Motivation, Therapeutic Communities, Zen Meditation and a host of other activities can foster understanding of self and others.

310.5 Staff Modeling

Staff as positive models, provide an effective way to teach Social skills and all departments can contribute to this process. Crew supervisors in industry, mechanical services, food service and throughout the institution can, by example, teach punctuality, good grooming, pride in workmanship, consideration of others, teamwork and many other desirable characteristics.

There has been no attempt here to mention all the activities that contribute to a well rounded Social Education program. Nor is there any intent to imply that Social Education is for inmates only. Since correctional staff members are human, they too vary widely in their self-concepts and ability to cope with the world around them. Staff Training and Social Education Coordinators should schedule classes in image building, inter-personal communications, transactional analysis and other courses designed to increase staff proficiency in Social Education skills. Some programs can be designed for both staff and inmate participation and can foster better understanding between the two groups.

Each institution through the use of in-service training sessions and such other means as seem appropriate, should conduct on-going training in positive staff modeling. This should be a part of the institution's training program for new employees.

310.6 Role of Social Education Coordinator

Policy Statement 7300.118 requires the Warden of each participating institution to designate a Social Education Coordinator.

Social Education within an institution is an interdepartmental concern; the Social Education Coordinator, therefore, need not necessarily be an Education staff member.

Although the duties of the Coordinator will be an adjunct to other duties, it is probably desirable to designate a Coordinator at the department head level.

A department head should be able to bring to the job the authority, influence and status necessary to have an effective Social Education program. Some institutions may want to establish a Social Education Committee which consists of various department heads and the Warden or Associate Warden. The Social Education Coordinator should be a committee member and should make periodic reports on the status of Social Education within the institution. The Coordinator should bring new proposals and plans before the committee for administrative input, approval and support.

The duties of the Coordinator will involve interdepartmental liaison and extensive contact with members of the local community. Therefore, it is desirable that the person chosen for this task be efficient, outgoing, likable and possess considerable verbal skills. Above all, this person should be a firm believer in the value of a comprehensive Social Education program.

311 Pre-Release Preparation

Pre-Release Training is a very vital area and should occupy a high priority in institutional programming. Education Departments should be actively involved in the training.

Policy Statement 7300.87 establishes the Bureau of Prison's policy in regard to pre-release programs. Under the provisions of the Policy Statement, Education Supervisors will be involved in pre-release programs.

A good pre-release program plan will include instruction in managing personal finances, job search skills, consumer education, and drivers education.

Personal Finance Management may be a formal course offered under contract with a college or university, or it may be taught by a member of the Education Department staff utilizing resource

people such as bank officers, department store credit department managers, tax preparation specialists, accountants, etc. Some major objectives of the course should be to teach inmates how to live within their means, how to establish good credit and how to prepare federal income tax returns.

A staff instructor can be assigned to teach a course in job search skills. Topics such as how to fill out an application form, how to write a personal resume, good grooming, how to dress for a job interview and how to conduct oneself during an interview should be covered as well as information on where to look for jobs and how to set realistic job expectations. Again, outside resource people can and should be used. Resource persons could include a probation officer, institution personnel staff, personnel staff from local companies and State Employment Office Counselors.

Consumer Education is another phase of pre-release training that can be assigned to a qualified staff member or conducted by contract personnel. Representatives from Consumer organizations, the local Better Business Bureau or other groups can be invited to participate. A wide variety of audio visual teaching aids are available in this area including some excellent programs on video tape. The Mississippi-Cambridge Consumer Education Program consists of a series of video tapes accompanied by workbooks. This program seems especially suited for students below the ninth or tenth grade educational level. At a somewhat higher educational level and equally well done, are the Maryland Center for Public Broadcasting's Consumer Survival Kits. This program consists of several series of video tapes each accompanied by a workbook. Series 100 of this program is available on a loan basis to institutions from the Bureau's Multi-Media Center in Washington, D. C. Workbooks can be purchased from the Maryland Center for Public Broadcasting.

When possible, Drivers Education should be a part of pre-release programming. In today's society of long distance commuting and generally inadequate public transportation, it is hardly realistic to expect releasees to find and hold jobs if they do not possess a valid drivers license. Also, in some cases, even the slightest infractions will jeopardize an inmate's parole, and people who have not driven in several years cannot be expected to know all the rules of the road or to be skillful drivers.

A qualified driving instructor should teach this phase of pre-release training. Even in institutions where it is not

possible for inmates to gain practical experience behind the wheel of a car, the classroom portion of driver's education should still be taught. While text books in drivers education are available from various publishers, state drivers manuals can serve as a basic text. In most states these can be obtained free from the State Department of Motor Vehicles or the Highway Patrol. Inmates who reside in states other than the one where the institution is located may wish to write the appropriate agency in their home state for a copy of that state's manual to supplement their training.

A wide variety of audio visual aids are available and should be used in teaching drivers education. Frequently, excellent 16mm films which illustrate the hazards of bad driving or driving under the influence of drugs or alcohol, can be obtained on a loan basis (free of charge) from public libraries or government agencies.

312 Special Programs

312.1 Artist-in-Residence

During fiscal year 1976 the Bureau of Prisons, in cooperation with the National Endownment for the Arts, established visual art pilot projects in three federal institutions. The number of projects was expanded to five in FY '77.

In these pilot programs, professional artists are hired to conduct classes for inmates and to employ their personal artistic talents in the institution environment.

The role of the artists in these programs is that of a leader-facilitator, rather than that of a conventional teacher. This situation, plus the artists broad knowledge of visual media make it possible for students to help determine the direction of their workshops. Classes can choose to explore photograph and film development while others may explore painting in watercolors and oils or work in silkscreening or sculpture.

During fiscal year 1977 Lompoc, Tallahassee, Oxford, La Tuna, and Alderson participated in Artist-in-Residence programs.

In 1978 El Reno, Lexington, Petersburg, Springfield and Terminal Island will be the pilot/demonstration sites for these programs. The Terminal Island project is a "performing arts" theater workshop program.

Education Supervisors who are interested in establishing art programs similar to Artist-in-Residence projects should contact the Education Supervisor at one of the participating institutions and/or the corresponding Regional Education Administrator. Programs beyond those selected for pilot-demonstration purposes must be funded out of general education funds available to the institution.

The Arts provide a wide range of opportunities for the productive and positive use of leisure time and can, under special circumstances, lead to job opportunities. Education Supervisors are urged to include these kinds of programs at their respective institutions.

312.2 Artists-in-Prison (Performing Arts)

A pilot program in the Performing Arts, was conducted at FCI Terminal Island during calendar years 1976 and 1977. This program was funded by the National Endownment for the Arts, the California Arts Council and by the Bureau of Prisons. The project consisted of a workshop, at times involving up to sixty inmates, conducted by a non-profit group of theatre professionals known as Artists in Prison. Under the direction of two professionals, inmates at Terminal Island wrote and performed two original plays "Convictions" and "Jump Street". "No Place To Be Somebody" was also performed by workshop participants. Costumes and sets for each of the plays were designed and made by inmate members of the workshop.

In 1978 this program became an "Artist-in-Residence" program. Both the Artists-in-Residence and Artists-in-Prison projects appear to enhance the sense of self worth and dignity of participants and contribute to a more positive institution climate.

312.3 Visiting Room Programs

Visiting rooms in federal prisons are often limited in space and facilities. As a consequence, during visiting hours, families particularly those with children, find it difficult to discuss family matters and to have meaningful visiting experiences. In an effort to overcome some of these problems, visiting room programs have been developed and now operate in at least a half-a-dozen federal prisons. It is highly recommended that similar programs be initiated in all Bureau facilities where appropriate and feasible. The Children's Television Workshop, (CTW) community education services, assisted in developing and implementing

the first visiting room efforts. Their assistance will continue to be available (under special circumstances) in the future.

In order to initiate a visiting room program a 9 by 12 foot workshop area, adjacent to the institution's visiting room is necessary. In addition, the following minimum equipment and staff time are required:

MATERIALS (PERMANENT)

toys, games, books, & etc.	$ 500.00
video tapes	500.00
video tape recorded & monitor	2,000.00
tables, chairs, cabinets	1,000.00
carpet, curtains, traverse rods & etc.	1,000.00
outside playground equipment	1,500.00

MATERIALS (CONSUMABLE)

one calendar year	1,000.00

STAFF

Consultant - 25 hr. week @ $5.00/hr. one calendar year - 1300 hours	6,500.00
	$ 14,000.00

During visiting hours, with the assistance of trained inmate/child development associates, children are taken to the children's workshop area and are involved in watching educational TV programs and participating in play activities designed to provide learning experiences. The inmate/child development associates may receive college credit for their participation in this program if appropriate arrangements are made with nearby community or junior colleges. These arrangements should be made whenever possible since post-release employment opportunities or continued educational experiences could result from participation in this program.

Parents should be involved in the play and learning activities wherever possible during a portion of their visiting time. IT SHOULD BE KEPT IN MIND THAT THE PURPOSES OF THIS PROGRAM ARE TO PROVIDE THE VISITING CHILDREN WITH POSITIVE PLAY/LEARNING EXPERIENCES AND BOTH THE CHILDREN AND PARENTS WITH A GROWING AWARENESS OF THE POTENTIAL FOR STRONGER AND MORE POSITIVE FAMILY RELATIONSHIPS.

If a correctional education manager is giving serious consideration to the introduction of a visiting room program, a visit should be arranged to an institution which already has an on-going program. Further, contact should be made with the education supervisor at the visited institution for information and assistance. Visiting room programs are now operating at:

1. FCI Butner
2. FCI Lompoc
3. FCI Fort Worth
4. FCI Seagoville
5. New York City - MCC

FCI Englewood and Terminal Island are planning to initiate visiting programs in the near future.

Various brochures and related materials can be obtained from the education supervisors at these institutions. A film "Sesame Street Goes to Prison", is available from the Bureau's Media Center. It can be used to orient staff to this program concept. If CTW help is desired, contact the appropriate Regional Education Administrator.

APPENDIX I

COURSE OFFERINGS

INSTITUTION	SOCIAL EDUCATION	OCCUPATIONAL EDUCATION	APPRENTICESHIP
Alderson	Career Development Center S.E.L.F. (Self Evaluation for Life Fulfillment) Pre-Release	Certified Medical Lab Tech Accounting Business Machines Drafting Filing Home Economics Keypunch Medical Clerical Training Medical Lab Aide National Cash Register Training Office Practice Shorthand Typing	
Allenwood	Film Series	Auto Mechanics Carpentry Drafting Electricity Electronics Masonry Radio & TV Repair Refrigeration & Air Conditioning Welding	
Ashland	Social Implication Basic Social Communications	Welding Auto Body Fender & Repair Drafting I Drafting II Architectural Drafting Engineering Drafting	Bricklaying Carpentry Electrical Plumbing Painting Cabinet Making

INSTITUTION	SOCIAL EDUCATION	OCCUPATIONAL EDUCATION	APPRENTICESHIP
Ashland (Cont)		Manufacturing Drafting Printing Photography Journalism Electricity Electronics Audio Visual Accounting Office Filing Typing I & II	Air Conditioning & Refrigeration Steam Fitting Drafting Auto Mechanics Machinist Dental Technician Baker Cooking Powerhouse Operator Auto Body Repair
Atlanta	Book Discussion Groups Guides For Better Living Humanities Groups Program of Progress Transactional Analysis	Alignment & Brakes Auto Air Conditioning & Refrigeration Masonry Office Machine Repair Small Engine Repair Welding	
Butner	Arabic Yoga	Heating & Air Conditioning Optical Mechanics Program	
Danbury	Transactional Analysis Leadership Classes Yoga	Oil Burner Repair Radio & TV Repair Small Engine Repair Clerical Typing Welding Professional Truckers Offset Printing	

INSTITUTION	SOCIAL EDUCATION	OCCUPATIONAL EDUCATION	APPRENTICESHIP
El Reno	American Institute of Discussion Employment Relations Grooming Release Readiness	Auto Shop Blueprint Reading Drafting Food Service Machine Shop Welding Meat Cutting & Processing Carpentry Electrical Plumbing Barbering Machine Tool & Die Power Plant Operation	
Englewood	Street Law Transactional Analysis Values Clarification Yoga Pre-Release Admission & Orientation Human Potential Seminar	Auto Body Repair Automotive Mechanics Transmission Repair Building Construction Vocational Welding Vocational Business Multi Media Production Television Cameraman Pre-Vocational Training	
Ft. Worth	Reality Therapy Change Agent Feminine Development Transactional Analysis Guides for Better Living Mood Control Peer Control	Keypunch Preparatory Welding Typing Secretarial II Industrial Video CB Repair Career Guidance	

INSTITUTION	SOCIAL EDUCATION	OCCUPATIONAL EDUCATION	APPRENTICESHIP
Ft. Worth (Cont)	Achievement Motivation Program Gestalt Therapy	Blueprint Reading Child Development Auto Mechanics Human Resource Aide Hair Styling Shorthand Bookkeeping Electricity Painting Carpentry Plumbing Refrigeration & Air Conditioning	
La Tuna	Job Seeking Skills Job Retention Skills Positive Motivation Guides to Better Living Life Coping Skills	Building & Maintenance Repair Auto Mechanics Air Conditioning & Refrigeration Welding Masonry Dairy Production Artificial Insemination Construction Estimating Pilot Ground School Typing Blueprint Reading	
Leavenworth		Drafting Farm Machinery Repair Carpentry Painters & Drywall Finishers Graphic Arts Computer Programming Refrigeration & Air Conditioning	Carpentry Painters & Dry-wall Finishers

INSTITUTION	SOCIAL EDUCATION	OCCUPATIONAL EDUCATION	APPRENTICESHIP
Lewisburg	Communication Skills Arabic Jaycees Small Business Machine NAACP Toastmasters AA DAP Pre-Release	Heating & Air Conditioning Small Engine Repair Carpet Laying Dental Technology Food Service Management Building & Construction Estimating Electronics & Power Technology	Baking Cooking Electronics Equip. Mechanic Engineering Drafting Machinist Sewing Machine Repair Tool & Die Making
Lexington	Body Language Changing Roles in Today's Society Child Development Feminine Self Development Human Relations Lab Marriage and Family Music Theory Career Development Planned Parenthood Psycho Drama RAP (Real Attitude Potential) RBT (Rational Behavior Training) Responsibility Self Awareness Single Parent TOPS (Take Off Pounds Sensibly) Transactional Analysis Women at Work	Air Conditioning & Refrigeration Auto Mechanics Baker Blueprint Reading/Drafting Bricklayer Cabinet Maker Carpenter Cement Finisher Cook Dental Assistant Dental Lab Technician Drapery Manufacture Electrician Floristry Hospital Attendant Meatcutting Painter Plumber Powerhouse Operator Sheet Metal Worker X-ray Technician	

INSTITUTION	SOCIAL EDUCATION	OCCUPATIONAL EDUCATION	APPRENTICESHIP
Lompoc	Remotivation Seminar Guides to Better Living Positive Mental Attitude	Auto Mechanics Barbering Electronics Machine Shop Meat Processing Refrigeration/Air Conditioning Small Engine Repair Welding	
Montgomery	Coping in the World of Work	Refrigeration & Air Conditioning Trade Theory Welding Accounting Typing Shorthand	
McNeil Island	Pacific Institute Seminar Pacific Institute Follow-up Pacific Institute Video Tape Courses Self Improvement Group Pre-Release Program Dynamics of Personal Motivation Street Law Dollars and Sense Legal Research	Electronics Welding Small Engine Repair Business Cluster Barbering	Cooking Baking Machinists Plumber Cabinet Making Radio - TV Diesel Mechanic Painter Steamfitter
Miami	Values Analysis Latin American Studies Conversational Spanish Mass Communication Consumer Survival Skills Pre-Release	Accounting Blueprint Reading Bookkeeping Building Construction Business Machines Business Management	

INSTITUTION	SOCIAL EDUCATION	OCCUPATIONAL EDUCATION	APPRENTICESHIP
Miami (Cont)		Business Education Career Development & Guidance Ceramics Computer Logic Construction Estimating Drafting Electricity Electronics Filing Keypunch Motorcycle Mechanic Photography Pilot Ground School Pre-vocational training Refrigeration & Air Conditioning Small Engine Repair Typing Welding	
Milan	Personal Development Business Legal Research Spanish Language Vocational Counseling Alcohol Awareness	Masonry Carpentry Electricity Plumbing & Heating Welding Machine Shop Spray Painting Industrial Maintenance General Mechanics Auto Body Lawn & Garden Equipment Electronic Tune-up Brakes	Carpentry

INSTITUTION	SOCIAL EDUCATION	OCCUPATIONAL EDUCATION	APPRENTICESHIP
Milan (Cont)		Auto Air Conditioning Front End Alignment Service Station Management Cooking Baking Meatcutting Computer Programming	
Morgantown	American Values Interpersonal Communication Family Relationships Human Sexuality Race & Ethnic Relations Media & Propaganda Street Law Consumer Education Release Readiness Occupational Career Awareness The Automobile Male/Female Identity Human Relations Privacy Contemporary Issues Introduction to Psychology Abnormal Psychology First Aid Defensive Driving Business Writing Moral Choices The Future of Man Nurses Aide	Electricity/Electronics Graphic Arts Auto Mechanics Welding Drafting Metals Construction Typing	

INSTITUTION	SOCIAL EDUCATION	OCCUPATIONAL EDUCATION	APPRENTICESHIP
Petersburg	*Drivers Education* Counseling Pre-Release Black History Music Appreciation Social Education Enrichment Program Simulation Life Lab	*Auto Body Repair* Auto Mechanics Air Conditioning & Refrigeration Barbering Business Management Machine Shop Masonry Welding	
Oxford		Small Engine Repair Welding Auto Mechanics Drafting	
Pleasanton	Human Relations World of Work Mexican Culture Chicano Culture Indian Culture Black Culture Work Release Prep Course Surviving College and Trade School Pre-Release	Business Skills Communications Media Graphics Grocery Checking Retail Sales & Merchandizing Key Punch	
Safford	Alcoholics Anonymous Inmate Activity Group Pre-release Dynamics of Mood Control Dynamics of Personal Motivation		

103

INSTITUTION	SOCIAL EDUCATION	OCCUPATIONAL EDUCATION	APPRENTICESHIP
Sandstone	Transactional Analysis Human Resources Development Modules in: Aggression Valuing Interpersonal Relations Marriage Enrichment Environmental Ethic Black Studies Spanish Studies Indian Studies	Building Trades Welding Drafting Auto Mechanics Marketing	
San Diego	New Start (Drug Counseling) Project Jove (Pre-Release) Teen Challenge (Community Based Drug Counseling) World of Work Women's Literature Seminar Releasee Aid Program		
Springfield		Hospital Attendant Medical Lab Technician Operating Room Technician X-ray Technician Small Engine Repair Motorcycle Mechanic	Cook Baker Meatcutter Prosthetic Appliance Technician

INSTITUTION	SOCIAL EDUCATION	OCCUPATIONAL EDUCATION	APPRENTICESHIP
Terminal Island (cont)	Mexican American Studies Black Studies Indian Studies Creative Writing Seminar for Men Yoga	Key Punch Brick Masonry Machine Shop	
Texarkana	Career Information System Pre-Release Program Jaycees Gavel Club Group Latina Black Awareness Careers Inc. Alcoholics Anonymous Marriage and Family Transactional Analysis World of Work	Auto Mechanics Air Conditioning & Refrigeration Small Engine Repair Welding Pilot Ground School Blueprint Reading Printing Drafting Occupational Math Basic Electricity Communication Skills Medical Technician	

INSTITUTION	SOCIAL EDUCATION	OCCUPATIONAL EDUCATION	APPRENTICESHIP
Terre Haute	Guides for Better Living Positive Mental Attitudes Self Image Seminar Aviation Ground School Personal & Business Income Taxes Plumbing	Welding Drafting Blueprint Reading Cooking Baking Meatcutting Maintenance Electricity Industrial Electricity Air Conditioning, Heating & Refrigeration Plumbing Painting Machine Shop Farm Machinery Repair Small Engine Repair Business Education	Air Conditioning Plumbing Machine Shop Painting Maintenance Electricity Industrial Electricity Cabinet Making Cooking Baking Meatcutting Sheet Metal Heating & Refrigeration
Tallahassee	Mental Attitudes Career Development Creative Writing Art & Psychology	Building Maintenance Electronics Food Service Typing Business Management Pre-vocational Training Auto Body Repairman Auto Mechanics Machine Shop Masonry Welding Woodworking	
Terminal Island	Human Relations Consumer Education	Drafting Welding	

INSTITUTION	SOCIAL EDUCATION	OCCUPATIONAL EDUCATION	APPRENTICESHIP
Terre Haute	Guides for Better Living Positive Mental Attitudes Self Image Seminar Aviation Ground School Personal & Business Income Taxes	Welding Drafting Blueprint Reading Cooking Baking Meatcutting Maintenance Electricity Industrial Electricity Air Conditioning, Heating & Refrigeration Plumbing Painting Machine Shop Farm Machinery Repair Small Engine Repair Business Education	Air Conditioning Plumbing Machine Shop Painting Maintenance Electricity Industrial Electricity Cabinet Making Cooking Baking Meatcutting Sheet Metal Heating & Refrigeration
Tallahassee	Mental Attitudes Career Development Creative Writing Art & Psychology	Building Maintenance Electronics Food Service Typing Business Management Pre-vocational Training Auto Body Repairman Auto Mechanics Machine Shop Masonry Welding Woodworking	
Terminal Island	Human Relations Consumer Education	Drafting Welding	

APPENDIX II

This Appendix lists, by institution, all federal civil service education and leisure activity staff employed in the Federal Prison System.

CENTRAL OFFICE

POSITION	NAME
Education Administrator	McCOLLUM, Sylvia G.
Asst. Education Administrator	JOHNSON, Shelvy E.
Education Specialist	NIX, Jimmie
Education Specialist	EARLEY, Ed
Administrative Aide	MILLS, Wanda A.
Administrative Aide	STOKES, Linda J.

REGIONAL EDUCATION STAFF

SOUTH CENTRAL REGION

Education Administrator, Richard E. Cassell

SOUTHEAST REGION

Education Administrator, Arthur R. Ellard

NORTHEAST REGION

Education Administrator, Dale W. Clark

NORTH CENTRAL REGION

Education Administrator, Margaret C. Hambrick

WESTERN REGION

Education Administrator, Dana G. Straight

ALDERSON

POSITION	NAME
Supervisor of Education	CREECH, Ruth C.
Asst. Supervisor of Education	SALISBURY, Joe
Program Analyst	GIVENS, Marguerite
Education Specialist	TENNY, Donna
Education Technician	McCORMICK, Nancy
Instructor, Supportive Ed.	Vacant
Instructor, Supportive Ed.	GWINN, Bobbie
Instructor, Supportive Ed.	JOHNSON, Betty
Instructor, Supportive Ed.	McNUTT, Joseph
Instructor, Supportive Ed.	TAYLOR, Cleopatra
Leisure Activity Specialist	CHEMSAK, Michael
Leisure Activity Assistant	FARMER, Robert M.

ALLENWOOD

POSITION	NAME
Supervisor of Education	LANGDON, Norman
Instructor, Supportive Ed.	SEARER; Boyd
Instructor, Supportive Ed.	GREGORY, Louis
Leisure Activity Specialist	HOWARD, John

ASHLAND

POSITION	NAME
Supervisor of Education	SAMMONS, J. T.
Asst. Supervisor of Education	BRITTON, William R.
Secretary	LONG, Llewllyn
Instructor, Supportive Ed.	SHATTLES, David A.
Instructor, Supportive Ed.	Vacant
Instructor, Supportive Ed.	COMET, Ralph
Instructor, Supportive Ed.	HARRIS, Mary
Instructor, Supportive Ed.	DICKENS, Fred A.
Leisure Activity Coordinator	TUBBS, Isaiah
Leisure Activity Specialist	BEAR, Phillip
Instructor, Occupational Ed.	SLIPPER, Frederick
Instructor, Occupational Ed.	CARMAN, Charles
Instructor, Occupational Ed.	PIERCE, Lester
Instructor, Occupational Ed.	Vacant
Instructor, Occupational Ed.	BRELSFORD, Neil
Instructor, Occupational Ed.	PETTIT, Ronald
Instructor, Occupational Ed.	CHESSER, Donald
Recreation Specialist	DOBE, Daniel
Instructor, Supportive Ed.	VANOVER, James
Instructor, Occupational Ed.	Vacant
Instructor, Occupational Ed.	BRALEY, Richard
Instructor, Occupational Ed.	Vacant
Instructor, Occupational Ed.	Vacant

ATLANTA

POSITION	NAME
Supervisor of Education	PORTERFIELD, Donald G.
Asst. Supervisor of Education	STRONG, William C.
Administrative Assistant	STATON, Charles R.
Instructor, Supportive Ed.	GEBARA, Edward W.
Instructor, Supportive Ed.	GRAF, George E.
Instructor, Supportive Ed.	JOHNSON, Nathan Jr.
Instructor, Supportive Ed.	SMITH, Eddie L.
Instructor, Supportive Ed.	TODD, Robert L.
Instructor, Occupational Ed.	POUNDS, Jerry E.
Instructor, Occupational Ed.	CANUTESON, Rolland E.
Instructor, Occupational Ed.	CLARK, Eugene E.
Instructor, Occupational Ed.	EVANS, Robert H.
Instructor, Occupational Ed.	JOHNSON, Frank Jr.
Instructor, Occupational Ed.	BECK, Paul R.
Instructor, Occupational Ed.	NUNNELLY, Tom W.
Leisure Activity Coordinator	SMITH, Fred
Leisure Activity Specialist	DUNN, Edward L.
Leisure Activity Specialist	ELSWICK, Ervin C.
Leisure Activity Specialist	KNIGHT, Euros J.

BUTNER

POSITION	NAME
Supervisor of Education	SEYLER, David A.
Education/Training Coordinator	DRIVER, Gary
Education Technician	GILCHRIST, Barbara
Spec. Prog. Coordinator	ADIR, Frank
Leisure Activity Specialist	HARLESS, Richard A.
Leisure Activity Specialist	SWANSON, Donald J.

CHICAGO

POSITION	NAME
Supervisor of Education	HOGAN, Katherine

DANBURY

POSITION	NAME
Supervisor of Education	WEIGLER, Richard J.
Asst. Supervisor of Education	PAQUETTE, Paul
Instructor, Supportive Ed.	ARAYA, Mary
Instructor, Supportive Ed.	BOGDAN, Greg
Instructor, Supportive Ed.	LIBBY, Delwin
Instructor, Occupational Ed.	MAHON, James
Instructor, Occupational Ed.	ORTIZ, Frank
Instructor, Occupational Ed.	COHEN, Charles
Leisure Activity Specialist	RARDIN, Richard
Leisure Activity Specialist	ROTUNDA, Frank

EGLIN

POSITION	NAME
Supervisor of Education	STEWART, Roberta
Instructor, Supportive Ed.	APPLEGATE, Ralph
Leisure Activity Specialist	MEANS, Jim

EL RENO

POSITION	NAME
Supervisor of Education	ENYART, Lex
Instructor, Supportive Ed.	KAMM, Kenneth
Instructor, Supportive Ed.	ARMSTRONG, Zonia
Instructor, Supportive Ed.	CAVER, Mathew
Instructor, Supportive Ed.	DAWSON, Harold
Librarian	McVAY, Myra
Instructor, Supportive Ed.	FUNK, Willis P.
Instructor, Supportive Ed.	MENDEZ, Joseph
Instructor, Occupational Ed.	PAULSEN, Robert
Instructor, Occupational Ed.	REDEMER, Gaylord
Instructor, Occupational Ed.	ROBBINS, Thurman
Instructor, Occupational Ed.	THORNTON, James
Instructor, Occupational Ed.	PLOWERS, Herman
Instructor, Occupational Ed.	COBLE, Jack
Instructor, Occupational Ed.	ROSS, James
Instructor, Occupational Ed.	HUFFMAN, Wayne
Leisure Activity	PALMER, Robert
Leisure Activity	ANQUOE, James
Leisure Activity	BELLIGMEIER, Arthur

ENGLEWOOD

POSITION	NAME
Supervisor of Education	WALLACE, Jimmie
Asst. Supervisor of Education	NYSTROM, Karl
Administrative Assistant	DOLLAHITE, Dorothy
ADP Clerk	ROBERTSON, Mary
Instructor, Supportive Ed.	DAVIS, Ware
Instructor, Supportive Ed.	BERKELEY, Charles
Instructor, Supportive Ed.	RUSHKIN, Theodore
Instructor, Supportive Ed.	GANS, Marigene
Instructor, Supportive Ed.	TVETEN, Edward
Instructor, Supportive Ed.	DECLOVET, Fred
Instructor, Supportive Ed.	HAVERTH, Donald
Instructor, Supportive Ed.	EPPS, Clifford
Instructor, Occupational Ed.	DEVORE, Harold
Instructor, Occupational Ed.	BECKER, Margaret
Instructor, Occupational Ed.	STORSMA, Edward
Instructor, Occupational Ed.	WILLIAMS, John
Instructor, Occupational Ed.	FAIRBANKS, Earl
Instructor, Occupational Ed.	ADAMS, James
Instructor, Occupational Ed.	MILSTEAD, Donovan
Leisure Activity Coordinator	DEWIG, Hugh
Leisure Activity Specialist	WOBBROCK, Thomas

FORT WORTH

POSITION	NAME
Supervisor of Education	CLARK, Robert
Instructor, Supportive Ed.	CARSWELL, John
Instructor, Supportive Ed.	CASEY, Joe
Instructor, Supportive Ed.	COLLEY, Ella
Instructor, Supportive Ed.	JARVIS, John
Instructor, Supportive Ed.	McVICKER, W. C.
Instructor, Supportive Ed.	WHITAKER, David
Instructor, Supportive Ed.	CAGGINS, Elliott
Instructor, Supportive Ed.	MOLINA, Sixto
Instructor, Supportive Ed.	LEVELS, Maxine
Administrative Assistant	HOLTON, Nancy
Instructor, Occupational Ed.	KILLION, Jack
Instructor, Occupational Ed.	TACHECO, Hemrico
Leisure Activity	ADAMS, Clarence
Leisure Activity	KORWIN, Denis

LA TUNA

POSITION	NAME
Supervisor of Education	DINGESS, Leslie
Education Specialist	BLEDSOE, Don
Instructor, Occupational Ed.	FIOL, Henry
Education Specialist	MORA, Oscar
Instructor, Occupational Ed.	MYLLO, Carl
Education Specialist	RODRIQUEZ, Eden
Education Specialist	MACIAS, Robert
Administrative Assistant	SILVA, Leon
Leisure Activity	CAMPBELL, John
Leisure Activity	HICKMAN, Charles

LEAVENWORTH

POSITION	NAME
Supervisor of Education	MOORE, Lonnie
Asst. Supervisor of Education	HUFF, Charles
Instructor, Supportive Ed.	McKAY, J. W.
Instructor, Supportive Ed.	SPENCER, J. F.
Instructor, Supportive Ed.	SPRINGNETHER, J.
Instructor, Supportive Ed.	SHOUSE, J. R.
Instructor, Supportive Ed.	MEYER, K. G.
Instructor, Occupational Ed.	FOWLER, John
Instructor, Occupational Ed.	BEALL, M. W.
Instructor, Occupational Ed.	SCHMITT, Thomas
Leisure Activity Coordinator	NELMS, Al
Leisure Activity Specialist	EVANS, S. J.
Leisure Activity Specialist	VINCENT, D. P.
Leisure Activity Specialist	SMITH, L

LEWISBURG

POSITION	NAME
Supervisor of Education	NAVE, Cecil
Asst. Supervisor of Education	TOEVS, Harold
Education Specialist	YOUNGMAN, James
Education Specialist	MECKLEY, Robert
Instructor, Supportive Ed.	LEVINE, Sidney
Administrative Librarian	EVERITT, Jeffrey
Education Specialist	SHAFFER, Charles
Education Specialist	SWISHER, Jack
Education Specialist	SCHOBERT, Fred.
Education Specialist	SPEACHT, Richard
Instructor, Occupational Ed.	MAHAN, Richard
Instructor, Occupational Ed.	BOTTIGER, Gerald
Instructor, Occupational Ed.	SHRIVER, Fred
Instructor, Occupational Ed.	ZUCH, Robert
Leisure Activity Coordinator	FLECK, John
Leisure Activity Specialist	WEST, Robert
Leisure Activity Specialist	BUFFONE, John
Instructor, Leisure Activity	Reynolds, Jerry

LEXINGTON

POSITION	NAME
Supervisor of Education	McCOLLOUGH, Janice
Asst. Supervisor of Education	COPELAND, James B.
Education Specialist	HEANEY, Bill
Education Specialist	JEFFERSON, Katie
Education Specialist	DOYLE, John
Education Specialist	DEEKEN, Paula
Education Specialist	KNIGHT, Suzanne
Education Specialist	REICHERT, Don
Instructor, Supportive Ed.	REYNOLDS, Verla
Instructor, Occupational Ed.	STEPHENS, Jim
Leisure Activity Coordinator	WANCHIC, Nick
Leisure Activity Specialist	MARTIN, Curtis

LOMPOC

POSITION	NAME
Supervisor of Education	SCOTT, Donald R.
Asst. Supervisor of Education	HAYS, Robert D.
Leisure Activity Coordinator	WOLAHAN, Edward C.
Instructor, Occupational Ed.	KOLAKOWSKI, Gene F.
Instructor, Supportive Ed.	BURRELL, Timothy T. Jr.
Instructor, Supportive Ed.	RICKS, Willie
Instructor, Occupational Ed.	Vacant
Instructor, Supportive Ed.	PANNKUK, Raymond R.
Education Technician	QUART, Sylvia
Instructor, Supportive Ed.	GROSSINI, Dennis J.
Instructor, Supportive Ed.	STEPHENS, John E.
Instructor, Supportive Ed.	DAY, Clyde C.
Instructor, Occupational Ed.	MARKON, John J.
Instructor, Occupational Ed.	MURPHY, Walter L.
Instructor, Occupational Ed.	HINKENS, Russell S.
Instructor, Occupational Ed.	GROSSMAN, John R.
Instructor, Occupational Ed.	MEKUS, Richard J.
Instructor, Occupational Ed.	WATKINS, John H.
Instructor, Occupational Ed.	ALLEN, Charles S.
Leisure Activity Specialist	SIMPSON, Billy
Leisure Activity Specialist	GARCIA, Louis
Education Specialist	ALLEN, Byron

MARION

POSITION	NAME
Supervisor of Education	WILLIAMS, Richard
Administrative Assistant	WESTWOOD, Dennis
Instructor, Supportive Ed.	CHURCH, C. R.
Instructor, Supportive Ed.	DEEDS, Loren
Instructor, Supportive Ed.	HENK, Lawrence
Instructor, Supportive Ed.	LANG, James
Instructor, Supportive Ed.	McMURRAY, Ken
Instructor, Occupational Ed.	STREED, James
Leisure Activity Specialist	CHURCH, Robby
Leisure Activity Specialist	SHAFFER, Lou
Leisure Activity Specialist	MUSKGRAVE, Richard

McNEIL ISLAND

Supervisor of Education	PALMQUIST, Joseph S.
Asst. Supervisor of Education	EKBERG, Jerry L.
Instructor, Supportive Ed.	MERRITT, Morris
Instructor, Supportive Ed.	O'NEIL, Clement J.
Instructor, Supportive Ed.	PATON, Rae Y.
Instructor, Occupational Ed.	BARROWS, Walter M.
Instructor, Occupational Ed.	HOROWITZ, Leonard
Instructor, Occupational Ed.	OTIS, Robin E.
Instructor, Occupational Ed.	RANGE, Cornell H.
Instructor, Occupational Ed.	STEWART, Damon H.
Leisure Activity Specialist	BLOTZE, Jacob
Leisure Activity Specialist	BOWEN, William A.
Learning Center Coordinator	BORAJAS, Eduardo Jr.
Administrative Clerk	RAMSEY, Lloyd C.

MEMPHIS

POSITION	NAME
Supervisor of Education	REYNOLDS, Harry L.
Asst. Supervisor of Education	CYRUS, Joe
Leisure Activity Coordinator	HOWARD, Larry
Secretary	HARRELL, Sharon L.
Leisure Activity Specialist	TUMINELLO, Frank

MIAMI

POSITION	NAME
Supervisor of Education	JONES, James B.
Supervisory Education Specialist	TAYLOR, June A.
Education Specialist	McKENZIE, Jerry T.
Instructor, Supportive Ed.	BLANCO, Arturo
Insturctor, Supportive Ed.	CRIMI, Ronald
Instructor, Supportive Ed.	MEYER, John L.
Instructor, Supportive Ed.	OWENS, Gloria A.
Clerk Typist	CARRIER, Alecia

MILAN

POSITION	NAME
Supervisor of Education	ANTHONY, William
Asst. Supervisor of Education	BAKER, Bruce
Administrative Clerk	ANDREWS, Bonnie
Instructor, Supportive Ed.	McSHAN, Shirley
Instructor, Supportive Ed.	HENDRYX, Dennis
Instructor, Supportive Ed.	LAMS, Henry
Instructor, Supportive Ed.	RUSSELL, Robert
Instructor, Supportive Ed.	McNEER, Hary
Instructor, Occupational Ed.	MISKERIK, John
Instructor, Occupational Ed.	McKINNIES, Jimmie
Instructor, Occupational Ed.	CONSOLVER, Dave
Instructor, Occupational Ed.	LAURENOVICS, Warner
Instructor, Occupational Ed.	STOWELL, Norman
Leisure Activity Coordinator	YOAKUM, Marvin
Leisure Activity Specialist	PETERSON, Scott
Leisure Activity Specialist	FOSTER, Stephen
Instructor, Supportive Ed.	DOSIER, Carter

MORGANTOWN

POSITION	NAME
Supervisor of Education	MALONE, Michael R.
Asst. Supervisor of Education	DAVIS, John
Education Specialist	ESTLACK, Crystalee
Education Specialist	TOMER, David
Education Specialist	YUSUFF, Khurshid
Instructor, Supportive Ed.	LEINAWEAVER, Kay
Instructor, Supportive Ed.	HENRY, Mary
Instructor, Supportive Ed.	SMITH, John
Instructor, Supportive Ed.	CLARKE, J. Scott
Education Specialist	UMSTEAD, Russell
Education Specialist	BROWN, Daniel
Instructor, Occupational Ed.	SEE, Larry
Instructor, Occupational Ed.	GROSE, John
Instructor, Occupational Ed.	HUFFMAN, Gary
Instructor, Occupational Ed.	YERKOVICH, Ray
Instructor, Occupational Ed.	EDWARDS, Dixon
Instructor, Occupational Ed.	REICH, Cyril
Instructor, Supportive Ed.	STEWART, Brenda
Leisure Activity Coordinator	BAILEY, Carey
Leisure Activity Specialist	JONES, Shawn
Leisure Activity Specialist	McCAULEY, Paul

MONTGOMERY

POSITION	NAME
Supervisor of Education	SALL, Doug
Instructor, Occupational Ed.	LAMOUREUX, W. A.
Leisure Activity Coordinator	HUDSON, Charlie

NEW YORK MCC

POSITION	NAME
Supervisor of Education	HARRIS, Robert

OXFORD

POSITION	NAME
Supervisor of Education	CLEAVINGER, Ted
Asst. Supervisor of Education	PUGH, Royce
Instructor, Supportive Ed.	SNIDER, Lyle
Instructor, Supportive Ed.	STREET, James
Instructor, Occupational Ed.	CARMICHAEL, Richard
Instructor, Occupational Ed.	KINGSLAND, Fred
Instructor, Occupational Ed.	JOHNSON, Duane
Administrative Assistant	MACHKOVECH, Ester
Leisure Activity Specialist	MURRAY, Jose
Leisure Activity Specialist	JOHNSON, Lonnie
Leisure Activity Specialist	MERCHANT, Bruce
Leisure Activity Specialist	RODRIQUEZ, James

PETERSBURG

POSITION	NAME
Supervisor of Education	LEWIS, Newton
Asst. Supervisor of Education	JACOBS, Calvin
Instructor, Supportive Ed.	BLANKENSHIP, Richard
Instructor, Supportive Ed.	CLARK, James R.
Instructor, Supportive Ed.	FITZPATRICK, James
Instructor, Supportive Ed.	JARVIS, Russell D.
Instructor, Supportive Ed.	JAYNER, Larry T.
Instructor, Supportive Ed.	MONTEMORRA, Lawrence
Instructor, Supportive Ed.	MOORE, Vincent A.
Instructor, Supportive Ed.	NORBREY, Maurice
Instructor, Supportive Ed.	ROBINSON, Claire S.
Instructor, Supportive Ed.	RUSNAK, Phillip W.
Instructor, Supportive Ed.	SMITH, Harold D.
Instructor, Supportive Ed.	SPENCE, William
Instructor, Occupational Ed.	ELLIS, William
Instructor, Occupational Ed.	ETHRIDGE, Woodrow
Instructor, Occupational Ed.	FITCH, John W.
Instructor, Occupational Ed.	GENTRY, William L.
Instructor, Occupational Ed.	SUTTON, Robert
Instructor, Occupational Ed.	WINKLER, Gary D.
Education Clerk	JOHNSON, Audrie D.

PLEASANTON

POSITION	NAME
Supervisor of Education	KAHLER, Harold
Instructor, Supportive Ed.	CARRAWAY, Rachelle
Instructor, Supportive Ed.	CAVANAUGH, Rachael
Leisure Activity Specialist	COVINGTON, Jim
Administrative Assistant	HUGHES, Clara
Education Coordinator	HUNGATE, C.
Leisure Activity Coordinator	McVAY, George
Instructor, Supportive Ed.	SCHMITZ, Gerald
Instructor, Supportive Ed.	WALL, James
Instructor, Supportive Ed.	FERGUSON, Phylis

SAFFORD

POSITION	NAME
Supervisor of Education	DOSHIER, Dale
Education Specialist	ROMERO, Frank

SANDSTONE

POSITION	NAME
Supervisor of Education	KETNER, David
Administrative Assistant	HACKBORTH, Otto
Instructor, Supportive Ed.	FAIT, Harold
Instructor, Occupational Ed.	BEAN, Jack
Instructor, Occupational Ed.	FRYE, Dale
Instructor, Occupational Ed.	HAYES, James
Instructor, Occupational Ed.	NELSON, Harry
Instructor, Supportive Ed.	VESSEL, Marty
Instructor, Occupational Ed.	CHAMBARD, Glen
Instructor, Occupational Ed.	NELSON, Tony
Leisure Activity Coordinator	LOUVAR, Dick
Instructor, Supportive Ed.	CLAUSEN, Dale
Leisure Activity Specialist	LEXINGTON, Manuel
Leisure Activity Specialist	KATZ, David

SAN DIEGO MCC

POSITION	NAME
Supervisor of Education	McNALLY, Thomas

SEAGOVILLE

POSITION	NAME
Supervisor of Education	DOOLEY, Carl
Instructor, Supportive Ed.	BENTHUL, Jerry
Instructor, Supportive Ed.	BURCH, Jerry
Instructor, Supportive Ed.	TAYLOR, E. L.
Instructor, Supportive Ed.	WARD, Kenneth
Instructor, Occupational Ed.	CARSON, Lee
Instructor, Occupational Ed.	EBERLY, James
Instructor, Supportive Ed.	YANCEY, Kenneth
Instructor, Occupational Ed.	MEYERS, James
Leisure Activity Specialist	JONES, Lunford
Leisure Activity Specialist	LEHRMANN, Curtis

SPRINGFIELD

POSITION	NAME
Supervisor of Education	McFERREN, T.
Asst. Supervisor of Education	RICH, Pete
Instructor, Supportive Ed.	SHANNON, James
Leisure Activity Coordinator	CREGON, John
Leisure Activity Specialist	LOWREY, Boyd
Instructor, Supportive Ed.	DECKER, Bill
Instructor, Occupational Ed.	DRIVER, Allen
Instructor, Occupational Ed.	PRIER, Fred
Administrative Assistant	BAXTER, Donna
Instructor, Supportive Ed.	BILLS, David
Leisure Activity Specialist	TUCKER, T.
Instructor, Supportive Ed.	STAUFFER, Allen

TALLAHASSEE

POSITION	NAME
Supervisor of Education	EDWARDS, Davey
Asst. Supervisor of Education	THOMAS, Cleveland
Administrative Clerk	MEACHUM, Sonya
Instructor, Supportive Ed.	JAMES, Lewis
Instructor, Supportive Ed.	JONES, Warren H.
Instructor, Supportive Ed.	Vacant
Instructor, Supportive Ed.	MEUSCH, William J.
Instructor, Supportive Ed.	MORAGNE, Edward Jr.
Instructor, Supportive Ed.	NESMITH, Paola D.
Instructor, Supportive Ed.	PALMQUIST, Mark
Instructor, Supportive Ed.	WATTS, Larry E.
Instructor, Occupational Ed.	DASHER, Coy B.
Instructor, Occupational Ed.	FRAZIER, Hershel
Instructor, Occupational Ed.	LANSBERRY, William R.
Instructor, Occupational Ed.	PAVIA, Manuel V.
Instructor, Occupational Ed.	SPEER, Richard
Instructor, Occupational Ed.	SWILLEY, John J.
Leisure Activity Coordinator	BILES, Jack
Leisure Activity Specialist	McELRAY, James
Leisure Activity Specialist	OTT, Paul W.

TERMINAL ISLAND

POSITION	NAME
Supervisor of Education	BUTTS, D.
Instructor, Supervisory	CROSIER, Stella
Instructor, Supportive Ed.	BURTON, Wanda
Instructor, Supportive Ed.	PEOPLES, G.
Leisure Activity Specialist	REARDIN, Dave
Leisure Activity Specialist	HARDER, C.
Instructor, Occupational Ed.	COUCH, M.
Business Education	NORMAN, O.
Instructor, Supportive Ed.	McCLURE, A.
Librarian	BOOKER, M.
Inter-Group Coordinator	CARTER, James
Administrative Assistant	PROCTOR, Willie May
Leisure Activity Specialist	SIMMONS, Herberg

TERRE HAUTE

POSITION	NAME
Supervisor of Education	BOERINGA, George
Asst. Supervisor of Education	HAENZE, LeROY
Administrative Assistant	SCANLON, Sharon
Education Counselor	SHIREMAN, Jerald
Instructor, Supportive Ed.	PENDER, Charles
Instructor, Supportive Ed.	LANCE, William
Instructor, Supportive Ed.	VALANDINGHAM, Rick
Instructor, Occupational Ed.	SMITH, Glen
Instructor, Occupational Ed.	HAMBROCK, H. O.
Instructor, Occupational Ed.	MOLES, W. E.
Instructor, Occupational Ed.	GREENWOOD, Harold
Instructor, Occupational Ed.	PECK, John W.
Leisure Activity Specialist	VELTRI, John
Leisure Activity Specialist	ROSS, Rusty
Leisure Activity Specialist	KERR, Ed

TEXARKANA

POSITION	NAME
Supervisor of Education	WILLIAMS, Richard
Administrative Clerk	FILLINGAME, Gayle
Instructor, Supportive Ed.	BLACK, Thelma
Instructor, Supportive Ed.	BUSSEY, June
Instructor, Supportive Ed.	WALLS, Gary
Instructor, Occupational Ed.	BOATWRIGHT, Ronald
Instructor, Occupational Ed.	BROWN, Melvin
Instructor, Occupational Ed.	GORUM, James
Leisure Activity Specialist	MILLS, Jack
Leisure Activity Specialist	JACKSON, Olden

APPENDIX III

RESOURCE MATERIALS

ADULT BASIC EDUCATION

English and Spelling

From A to Z
by Dee D. Hancock
Grade 1 level
Steck Vaugh Company
Austin, Texas

Using English
by M. S. Robertson
Grades 3 - 4
Steck Vaughn Company
Austin, Texas

Everyday English
Harley Smith and Ida Lee King Wilbert
Grades 4 - 5
Steck Vaughn Company
Austin, Texas

Building Word Power
John C. Adams
Grades 3 - 4
Steck Vaugh Company
Austin, Texas

Spelling for Writing
Robert L. Hillerick and Sharon Gould
Grades 1 - 8
Charles E. Merrill Publishing Company
1300 Alison Creek Drive
Columbus, Ohio 43216

Word Clues
Elizabeth C. Adamson
Grades 4 - 9
Charles E. Merrill Publishing Company
1300 Alison Creek Drive
Columbus, Ohio 43216

1100 Words You Need to Know
Murray Brombery and Melvin Gordon
6th Grade level
Barrons Educational Series Inc.
113 Crossways Park Drive
Woodbury, New York 11797

Mott Basic Language Skills Program
Grades 0 - 6
Allied Council on Education
Galien, Michigan 49113

Reading

Reading for Understanding
Junior Edition
Grades 3 - 8
Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

SRA Reading Lab 3a, 2b, 2c
Grades 4 - 6
Science Research Associates
259 East Erie Street
Chicago, Illinois 60611

Programmed Reading
M. W. Sullivan and CID Buchanan
Grades 0 - 4
1221 Avenue of the Americas
New York, New York 10020

Working With Words, Revised
Mildred Putnam
Grades 2 - 3
Steck Vaughn Company
Post Office Box 2028
Austin, Texas 78768

Working With Word Patterns, Revised
Mildred Putnam
Grades 2 - 3
Steck Vaughn Company
Post Office Box 2028
Austin, Texas 78768

Adult Reader, Revised
M. S. Robertson
Grades 3 - 4
Steck Vaughn Company
Post Office Box 2028
Austin, Texas 78768

Mathematics

Steps to Mathematics, Revised
Book 1 and 2
Grades 1 - 4
Steck Vaughn Company
Post Office Box 2028
Austin, Texas 78768

Programmed Math for Adults
Series I and II
Sullivan Associates
Grades 1 - 12
Webster Division
McGraw Hill Book Company
1221 Avenue of the Americas
New York, New York 10020

Figure It Out
Books 1 and 2
Grades 1 - 8
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

Multimedia Programs for ABE

System 80
Records, filmstrips and learning kits in various subject areas
Borg Warner Educational Systems
600 West University Drive
Arlington Heights, Illinois 60004

Ken Cook Education Systems
SR 100 Student Console
Cartridge programs containing 16 mm filmstrip and audio tape in many areas including Basic Reading
Ken Cook Company
9929 West Silver Spring Road
Milwaukee, Wisconsin 53225

Merrill Phonics Skill Tapes
The sound and structure of words grades 1 thru 6
Cassette tapes and student workbook
Charles E. Merrill Publishing Company
1300 Alison Creek Drive
Columbus, Ohio 43216

Merrill Mathematics Skilltapes
Grades 4 - 8
Cassettes with student workbooks
Charles E. Merrill Publishing Company
1300 Alison Creek Drive
Columbus, Ohio 43216

Recognizing Words - Using Phonics
Series of 20 learning packages consisting of cassette tapes and
student activity books
Media Materials Incorporated
2936 Remington Avenue
Baltimore, Maryland 21211

Basic Word Attack and Basic Word Attack Skills
Sound filmstrips and study guides
Grades 2 - 3
Educational Development Laboratories
McCraw Hill Book Company
1221 Avenue of the Americas
New York, New York 10020

We The People Read
Grades 1 - 4
20 video tapes accompanied by worktext in newspaper format
Cambridge Book Company
488 Madison Avenue
New York, New York 10020

Nosotros Leemos
Grades 1 - 4
Designed for Spanish speaking adults who read below 4th grade level
in Spanish
20 video tapes with worktexts in newspaper format
Cambridge Book Company
488 Madison Avenue
New York, New York 10020

ENGLISH AS A SECOND LANGUAGE

Preparation for the Spanish High School Equivalency Diploma Test
Arco Publishing Company
219 Park Avenue South
New York, New York 10003

Velazquez Spanish and English
Dictionary, Follett Book Company
1010 West Washington Boulevard
Chicago, Illinois 60607

Los Verbos En Inglis
Book 1 through IV
Grades 7 - 8
Steck Vaughn Company
Post Office Box 2028
Austin, Texas 78768

GED PREPARATION

Reading for Survival
A four book remedial reading series spanning
Grades 4 - 8
Cambridge Book Company
488 Madison Avenue
New York, New York 10002

Preparation for the High School Equivalency Examination
A five volume series focusing on the five areas of the GED includes the following titles:
Correctness and Effectiveness of Expression
Interpretation of Reading Materials in the Social Sciences
Interpretation of Reading Materials in the Natural Sciences
Interpretation of Literary Materials
General Mathematical Ability
Cambridge Book Company
488 Madison Avenue
New York, New York 10002

Barrons Developing Skills for the High School Equivalency Examination (GED) in Grammar, Usage, Speaking and Vocabulary
Barrons Educational Series
113 Crossways Park Drive
Woodbury, New York 11797

Barrons Developing Skills for the High School Equivalency Examination (GED) in Mathematics
Barrons Educational Series
113 Crossways Park Drive
Woodbury, New York 11797

Barrons Developing Reading Skills for the High School Equivalency Examination in Social Studies, Science and Literature
Barrons Educational Series
113 Crossways Park Drive
Woodbury, New York 11797

Advanced General Education Program
U. S. Department of Labor
Manpower Administration
U. S. Government Printing Office
North Capitol Street
Washington, D. C. 20401

Correctness and Effectiveness of Expression Preparation and Review for the English Part of the High School Equivalency Diploma Test
Arco Publishing Company
219 Park Avenue
New York, New York 10003

General Matehmatical Ability Preparation and Review of the Mathematics Part of the High School Equivalency Diploma Test
Arco Publishing Company
219 Park Avenue
New York, New York 10003

Reading Interpretation in Social Sciences, Natural Sciences and Literature Preparation and Review for the Reading Part of the High School Equivalency Diploma Test
Arco Publishing Company
219 Park Avenue
New York, New York 10003

English 2200 - A Programmed Course in Grammar and Usage: Second Edition with Index
Grade 7 - 8
Harcourt Brace Jovanovich Inc.
757 Third Avenue
New York, New York 10017

English 2600 - A Programmed Course in Grammar and Usage: Fourth Edition with Index
Grades 9 - 10
Harcourt Brace Janovich Inc.
757 Third Avenue
New York, New York 10017

Basic Essentials of Mathematics
Revised Parts 1 and 2
Grades 5 - 9
Steck Vaughn Company
Post Office Box 2028
Austin, Texas 78768

GED Multimedia Materials

Cambridge/KET GED
Basic Skills Program
24 - ½ hour video tapes
with study guides
Cambridge Book Company
488 Madison Avenue
New York, New York 10022

SOCIAL EDUCATION

Guide to Beauty, Charm and Poise
Ruth Tolman
Mclady Publishing Corporation
3829 White Plains Road
Bronx, New York 10467

We Are What We Eat
Hazel Taylor Spetze and Patricia Rotz
Steck Vaughn Company
Post Office Box 2028
Austin, Texas 78768

You and Your Money, Revised
Dorothy Y. Goble
Steck Vaughn Company
Post Office Box 2028
Austin, Texas 78768

How to Get a Job and Keep It, Revised
Dorothy Y. Goble
Steck Vaughn Company
Post Office Box 2028
Austin, Texas 78768

Man and Woman: Myths and Stereotypes
The Center for Humanities Inc.
Two Holland Avenue
White Plains, New York 10603

The Accent Series Reading levels 3 - 8
Titles include:
Accent on Personality
Accent on the World of Work
Accent on Family Finance
Accent on Jobs and Job Models
Accent on Consumer Education
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

Survival Handbook for Preschool Mothers
Helen Wheeler Smith
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

Multimedia Programs in Social Education

Parenting
Set of 4 filmstrips and 4 records or cassette
Titles include:
Becoming a Parent
Caring for the Young Child
The Single Parent
When Both Parents Work
Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Job Opportunities Now
Set of 6 filmstrips, 3 records or cassettes
Titles include:
Requirements in the World of Jobs
Achieving Success in the World of Jobs
Job Opportunities in a Restaurant
Job Opportunities in a Hospital
Job Opportunities in a Department Store
Job Opportunities in a Supermarket
Society for Visual Education Inc.
1345 Diversey Parkway
Chicago, Illinois 60714

Just Around the Corner
Series I: Consumer Education
15 videotapes and student workbook

Series II: Jobs and Employment
8 videotapes and workbook

Series III: Health, Safety and Well Being
14 videotapes and workbook

Series IV: Rights and Citizenship
8 videotapes and workbook

Cambridge Book Company
488 Madison Avenue
New York, New York 10022

LEISURE ACTIVITIES

Weight Lifting and Weight Training
George W. Kerkley
Arco Publishing Company
219 Park Avenue South
New York, New York 10003

Working Out With Weights
Steve Jarrell
Arco Publishing Company
219 Park Avenue South
New York, New York 10003

Ceramics Handbook
Richard Hyman
Arco Publishing Company
219 Park Avenue South
New York, New York 10003

Rod Lavers Tennis Digest
Rod Laver and Bud Collins
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

Badminton
Paul and Sue Whetnall
Follett Publishing Company
1010 West Washington Boulevard
Chicago, Illinois 60607

Table Tennis
Chester Barnes
Barrons Education Series Inc.
113 Crossways Park Drive
Woodbury, New York 11797

Multimedia Project for Leisure Activities

A series of 8 mm color film loops are available in each of the following sports area

Basketball
Badminton
Womens tennis
Mens tennis
Womens gymnastics
Mens gymnastics
Mens track and field
Womens track and field

Society for Visual Education
1345 Diversey Parkway
Chicago, Illinois 60614

APPENDIX IV

EDUCATION RELATED POLICY STATEMENTS

NUMBER	SUBJECT	DATE ISSUED
1200.1	Relationships With Professional Organizations	4-5-66
7001.2A	Apprenticeship Training In Institutions	6-10-74
7300.42D	Incoming Publications	10-18-77
7300.56A	College Level Programs for Inmates	6-10-74
7300.63B	Education, Training and Leisure Time Program Standards	5-11-78
7300.83A	Inmate Arts, Hobbycrafts and Literary Works	6-26-74
7300.87	Pre-Release Program	8-4-73
7300.88	The Recreation Program As A Treatment Tool and Guidelines for Its Administration	12-10-73
7300.100	Inmate Manuscripts	3-18-76
7300.115B	Inmate Organizations	1-16-78
7300.118	Guidelines For the Development of the Total Institution Social Education Experience	8-9-76
7300.128	Optional Programming (Education/VT)	11-22-77
7300.137	Education Tests: Minimum Standards for the Administration, Interpretation and Use At All Bureau of Prisons Institutions	6-15-78
7500.20B	Work/Study Release Policies and Procedures	11-16-71
7500.25C	Inmate Participation in Community Activities	7-30-76
8320.2B	On-The-Job Training Programs	6-15-74

The policy statements listed below pertain to certain subjects covered in the Education Handbook and they are referenced in the text. They are not included in this appendix, however, because they were not issued by the Education Services Section and are included in manuals and handbooks issued by other branches and sections of the Federal Prison System.

NUMBER	SUBJECT	DATE
1001.5A	Management Assistance Visits to Bureau of Prisons Facilities and Activities	10-22-74
2001.2B	Access to Legal Reference Materials and Preparation of Legal Documents	5-8-72
3430.1D	Performance Evaluation Program	9-13-74
3430.2	Performance Evaluation Plan for Probationary Employees	9-16-74
35000.1A	Production Training Units	6-14-76
7300.71B	Inmate Programs Reporting System Training and Reference Manual	5-9-77
7600.50C	Extra Good Time	10-31-77

C O P Y

FEDERAL PRISON SYSTEM **WASHINGTON, D.C. 20534**

Policy Statement

NUMBER
1200.1
DATE
4-5-66

FPI-MI—9-10-76-2M-6136

SUBJECT: RELATIONSHIPS WITH PROFESSIONAL ORGANIZATIONS

1. POLICY. It is the policy of the Federal Prison Service that:

   a. Professional societies whose activities and interest relate to the Federal Prison Service mission and are consistent with Federal Prison Service policy shall be offered every reasonable assistance and encouragement.

   b. The Federal Prison Service shall, in the public interest, communicate with and seek suggestions from professional societies which evidence an interest in helping to solve problems bearing on the Federal Prison Service mission.

   c. Employees shall be given reasonable encouragement toward their personal development and performance improvement through membership in professional societies.

   d. Employees shall be encouraged to attend meetings of professional societies when they can be spared from their assignments, and their attendance would be to the advantage of the Federal Prison Service to equip them to better perform their duties.

   e. When it is determined that needed services cannot be practicably obtained elsewhere, wardens can, and are encouraged to, contract with a professional society for the service. (Note: It is the Federal Prison Service's policy that no employee will receive pay from the professional society for work performed for the society in connection with the society's contract. Each proposed contract must be given appropriate Central Office legal review.)

2. PURPOSE. This order encourages the personal development of the Federal Prison Service's work force through participation in professional societies and clarifies the Federal Prison Service's relationship with these organizations.

3. COVERAGE. This Policy Statement covers all employees of the Bureau of Prisons, Federal Prison Industries, Incorporated and members of the Public Health Service serving with the Bureau of Prisons.

4. PERMISSIBLE SUPPORT TO EMPLOYEES.

a. The Federal Prison Service will encourage employee membership in professional societies when the purpose of membership is one or more of the following:

(1) To acquire knowledges and skills needed in the performance of official duties.

(2) To acquire information which will make a significant contribution to improved conduct, supervision, or management of assigned functions.

(3) To contribute to the pool of professional knowledge from which the Federal Government draws.

(4) To provide information concerning the Federal Prison Service to fulfill a public interest obligation.

(5) To enable resolution of mutual problems of the Federal Prison Service, other Government agencies, and industrial and professional activities wherein common resolution would be beneficial to the Federal Prison Service.

b. The following fees and service costs may be paid for employees designated to represent the Federal Prison Service and/or institution:

(1) Registration fees.

(2) Library and laboratory fees.

(3) Purchase or rental of books, materials and supplies.

(4) Travel and per diem.

c. Institutional membership in a given professional society may be authorized. Requests for institutional membership will be approved by the Assistant Director, (Management), after coordination with the Central Office Service Head and the Central Office Personnel Officer who will maintain and disseminate a current list of the societies in which the Federal Prison Service has institutional membership.

NOTE: Under no circumstances will the Federal Prison Service pay for individual membership for employees.

d. Financial support may be provided when benefits will be derived by the Federal Prison Service. Briefly, this support to our employees may be as follows:

(1) When attending meetings away from their duty station, travel and per diem may be paid and employees placed in a duty status when:

(a) They participate as panel members or speakers, or to present a professional study in a program and their attendance fulfills one or more of the conditions of paragraph 4a.

(b) They are invited as the recipients of awards to individuals, groups and facilities.

(2) When attending meetings within the commuting area of their duty station, employees may be placed in a duty status if one or more of the conditions of paragraph 4a are met.

(3) Supervisors will adopt a liberal attitude toward approval of annual leave for any employee desiring to attend a professional society meeting when the conditions of paragraph 4a are not met and when his absence will not interfere with the accomplishment of the workload.

5. PERMISSIBLE SUPPORT TO PROFESSIONAL SOCIETIES.

a. Accommodations. Wardens may, in the public interest, make available to eligible professional societies institution conference rooms, libraries, and similar accommodations for conducting meetings, symposiums, conferences, seminars, or literature search; for presenting exhibits or demonstrations; and for other activities concerning correctional subject matter and technology, when those accommodations can be spared without detriment to institution programs or loss of productivity.

b. Public Awards. Reasonable assistance may be given professional societies, including co-sponsorship, in granting awards to those who have made significant contributions to corrections. The Central Office must approve use of funds or manpower before they can be committed to any such project.

6. ENCOURAGEMENT OF FEDERAL PRISON SERVICE MANAGEMENT TO SEEK PROFESSIONAL SOCIETY ASSISTANCE IN SOLVING PROBLEMS.

a. Wardens are encouraged to consult with the officers and the membership of professional societies on matters of interest to the Federal Prison Service. This may include any number of possible courses of action. Some of these are:

(1) The sponsorship of a symposium or problem solving meeting.

(2) Open invitations to all members of a professional society to submit their views or recommended solutions to specific problems.

(3) Requesting permission for Federal Prison Service personnel to use a society's library and research files.

(4) Issuance of invitational travel orders and payment of expenses to non-Government professional society members to consult with Federal Prison Service officials.

b. Wardens are encouraged to contract with a professional society for needed services after it has been determined that they cannot be obtained elsewhere.

7. CONFLICT OF INTEREST AND RELATED MATTERS. While effective participation in professional societies, including the holding of office in those societies, is desirable both from the Federal Prison Service's and the employee's point of view, employees must avoid any real or apparent conflict of interest in connection with such participation. For example, they must not:

a. Directly or indirectly commit the Federal Prison Service to a course of action not approved in this Policy Statement.

b. Espouse any cause which might be detrimental to the interest of the Government.

c. Permit their names to be attached to documents, the distribution of which would likely embarrass the Federal Prison Service.

d. Under any circumstance, receive pay from a professional society for work performed for the society in connection with the society's contract with the Federal Prison Service.

8. AUTHORITY. Wardens and Central Office Service Heads are authorized and responsible for implementation of this Policy Statement.

9. RESPONSIBILITIES. The Central Office Personnel Officer is responsible for issuing implementing directives and guidance pertaining to the broad area of the Federal Prison Service's relationships

with professional societies. The institution initiating a proposed Federal Prison Service contract with a professional society must obtain appropriate Central Office legal review of the contract to assure that the Federal Prison Service's intended action is not violative of public policy or law and to assure that it will be improbable that Federal employees will be in a position to unwittingly violate conflict of interest statutes.

/s/
MYRL E. ALEXANDER
Director, Bureau of Prisons
Commissioner, Federal Prison Industries, Inc.

C O P Y

FEDERAL PRISON SYSTEM **WASHINGTON, D.C. 20534**

Policy Statement

NUMBER 7001.2A

DATE 6-10-74

SUBJECT: APPRENTICE TRAINING IN INSTITUTIONS

FPI-MI—9-10-74-2M-6136

1. PURPOSE. To inform institutions that the Bureau of Apprenticeship and Training, Manpower Administration, U. S. Department of Labor, through its Regional, State and area representatives, will make the BAT's personnel available to educational staffs for the development of approved apprenticeship programs to assist in providing good training opportunities for inmates.

2. DIRECTIVE AFFECTED. Policy Statement 7001.2 dated 8-23-71 is hereby cancelled.

3. BACKGROUND. The BAT is the Nation's chief promoter in the development and implementation of programs of apprentice training. Through the Office of Special Activities it is engaged in assisting Federal and State correctional institutions in the development and registration of programs of apprenticeship for inmates. By utilizing these services, the Federal Prison System is provided an excellent opportunity to take advantage of additional training resources within the institutions' maintenance shops, industries and other areas where standards of apprenticeship can be affective in the training of inmates for career employment in various trades and occupations.

4. INFORMATION. Attached to this Policy Statement is a list of BAT Regional and State representatives nearest to the institutions of the Bureau of Prisons. These representatives will be available to discuss the feasibility of establishing an apprenticeship program in a correctional institution. These officials should be contacted first for discussing and planning the development of programs.

5. ACTION.

a. Contact both the Regional and State Apprentice Training Representative in your area.

b. Establish a meeting with these representatives and discuss the prospects of organizing an apprenticeship program.

c. Advise the Regional Administrative Officer (Education) about the results and progress of the meeting.

d. Request through the BOP Regional Office any assistance required for the establishment of these programs.

e. BOP Regional Office will coordinate with the Central Office, Education Branch.

/s/

NORMAN A. CARLSON
Director, Bureau of Prisons
Commissioner, Federal Prison Industries, Inc.

Attachment
7001.2A
6-10-74

BUREAU OF APPRENTICESHIP AND TRAINING
(DIRECTORY OF REPRESENTATIVES)

INSTITUTION	REGION	REGIONAL OFFICE	STATE OFFICE
1. Danbury	I	Jerome J. Haggerty Regional Director Bureau of Apprenticeship & Training John F. Kennedy Building Room 1703-A Government Center Boston, Massachusetts 02203 FTS: 617-223-6740	John H. Burnes State Supervisor of Apprenticeship Training Post Office Building Rooms 303-304 135 High Street Hartford, Connecticut 06101 FTS: 203-244-3886
2. Petersburg	III	J. B. Archer Regional Director Bureau of Apprenticeship & Training P. O. Box 8796 Philadelphia, Pennsylvania 19101 FTS: 215-438-7760	Norris H. Holt State Supervisor of Apprenticeship Training 400 North 8th Street Richmond, Virginia 23240 FTS: 703-782-2488
3. Lewisburg	III	(Same as Petersburg)	Paul R. Smith State Supervisor of Apprenticeship Training Federal Building Room 772 Harrisburg, Pennsylvania 17108 FTS: 717-782-3496
4. Montgomery	IV	George W. Sabo Regional Director Bureau of Apprenticeship & Training 1371 Peachtree Street, NE Atlanta, Georgia 30309 FTS: 404-526-5405	George H. Davis State Supervisor of Apprenticeship Training South Twentieth Building 1931 9th Avenue, South Birmingham, Alabama 35205 FTS: 205-325-3325

5. Tallahassee	IV	(Same as Montgomery)	(Vacant) State Supervisor of Apprenticeship Training Suite 418 1309 Thomasville Road Tallahassee, Florida 32303 FTS: 904-377-4241
6. Atlanta	IV	(Same as Montgomery)	William I. Elrod State Supervisor of Apprenticeship Training 1371 Peachtree Street, NE Atlanta, Georgia 30309 FTS: 404-526-5403
7. Ashland	IV	(Same as Montgomery)	James M. Fitzgerald State Supervisor of Apprenticeship Training Federal Building, Room 187L 600 Federal Place Louisville, Kentucky 40202 FTS: 502-582-5223
8. Eglin	IV	(Same as Montgomery)	(Same as Tallahassee)
9. Marion	V	Thomas Augustine Regional Director Bureau of Apprenticeship & Training U.S. Courthouse & Federal Office Building - Room 854 219 South Dearborn Street Chicago, Illinois 60604 FTS: 312-353-7205	Joseph T. Sullivan State Supervisor of Apprenticeship Training 5311 St. Charles Road Berkeley, Illinois 60163 FTS: 312-547-9400

10.	Terre Haute	V	(Same as Marion)	Mirl R. Heninger State Supervisor of Apprenticeship Training Century Building, Room 416 36 South Penn Street Indianapolis, Indiana 46204 FTS: 317-633-7626
11.	Milan	V	(Same as Marion)	William A. Price State Supervisor of Apprenticeship Training Hollister Building, Room 451 106 West Allegan Street Lansing, Michigan 48933 FTS: 517-372-1557
12.	Sandstone	V	(Same as Marion)	Ralph W. Dallman State Supervisor of Apprenticeship Training Federal Building and U. S. Courthouse, Room 134 316 Robert Street St. Paul, Minnesota 55101 FTS: 612-725-7951
13.	El Reno	VI	Ralph Hunt Deputy Regional Director Bureau of Apprenticeship & Training Mayflower Building, Room 312 411 North Akard Street Dallas, Texas 75201 FTS: 214-749-2901	William J. Houliston State Supervisor of Apprenticeship Training U. S. Post Office & Courthouse Building, Room 725 3rd and North Robinson Streets Oklahoma City, Oklahoma 73102 FTS: 405-231-4559

14.	La Tuna	VI	(Same as El Reno)	Carrol Foren State Supervisor of Apprenticeship Training Room 1003 1416 Commerce Street Dallas, Texas 75201 FTS: 214-749-2176
15.	Seagoville	VI	(Same as El Reno)	(Same as La Tuna)
16.	Texarkana	VI	(Same as El Reno)	(Same as La Tuna)
17.	Leavenworth	VIII	Raymond C. Tillotson Regional Director Bureau of Apprenticeship & Training Federal Office Bldg., Room 2107 911 Walnut Street Kansas City, Missouri 64106 FTS: 816-374-3856	Thomas P. McGinnis State Supervisor of Apprenticeship Training 320 West 33rd Street Topeka, Kansas 66611 FTS: 913-234-8236
18.	Springfield	VII	(Same as Leavenworth)	Carlos E. Rutledge State Supervisor of Apprenticeship Training Room 554 210 North 12th Blvd. St. Louis, Missouri 63101 FTS: 314-622-4522

19.	Englewood	VIII	Warren C. Van Horne Acting Regional Director Bureau of Apprenticeship & Training Federal Building 1961 Stout Street Denver, Colorado 80202 FTS: 303-837-4791	(Vacant) State Supervisor of Apprenticeship Training Federal Building Lock Box 3503 1961 Stout Street Denver, Colorado 80202 FTS: 303-837-4793
20.	Lompoc	IX	Morris E. Skinner Regional Director Bureau of Apprenticeship & Training Room 10451 - P. O. Box 36084 450 Golden Gate Avenue San Francisco, California 94102 FTS: 415-556-1186	Edward T. Denny State Supervisor of Apprenticeship Training Room 2015 - P. O. Box 36017 450 Golden Gate Avenue San Francisco, California 94102 FTS: 415-556-3201
21.	Terminal Isl.	IX	(Same as Lompoc)	(Same as Lompoc)
22.	McNeil Isl.	X	Roscoe H. Burt Regional Director Bureau of Apprenticeship & Training Arcade Plaza Building, Room 2055 1321 Second Avenue Seattle, Washington 98101 FTS: 206-442-5287	V. Milo Hansen State Supervisor of Apprenticeship Training Smith Tower 2006 506 Second Avenue Seattle, Washington 98104 FTS: 206-583-4756

FEDERAL PRISON SYSTEM WASHINGTON, D.C. 20534

Policy Statement

NUMBER 7300.42D

DATE 10-18-77

SUBJECT: INCOMING PUBLICATIONS

FPI-MI—9-10 76 2M-8136

1. PURPOSE. The purposes of the changes in policy incorporated in this Statement are:

   a. To permit inmates to subscribe to publications without prior approval.

   b. To establish procedures to determine whether any incoming publication will be detrimental to the security, discipline, or good order of an institution.

2. POLICY. The head of each institution is responsible for making decisions regarding incoming publications, and applying the guidelines of the Policy Statement.

3. DIRECTIVES AFFECTED. Policy Statement 7300.42C is hereby superseded.

4. GUIDELINES.

   a. This policy applies to publications, which means magazines, newspapers, and books. It does not include such materials as advertising brochures, flyers, and catalogues. Publications may be ordered either directly from the publisher or from a bookstore. Books ordered from bookstores, however, must be screened for contraband by a member of the institution staff. Inmates involved in approved education courses who require books that can be purchased from the educational institution bookstore may arrange to obtain these books through the Supervisor of Education. Supervisors of Education will arrange to have the purchased books sent directly to them. After appropriate inspection the books will be delivered to the inmate/student. *

   b. A publication is not acceptable if it is determined to be detrimental to the security, good order or discipline of the institution.

   c. The Chief Executive Officer at each institution will designate the staff members responsible for reviewing and approving incoming publications. It is recommended that an inmate who wishes to order a publication speak to a designated staff member, to ascertain whether the publication is approved or likely to be. This prior discussion is not required, but it may avoid disappointments and bookkeeping problems where a publication is definitely unacceptable.

   d. A publication may be excluded from the institution on the basis of the standard of paragraph 4 b above. A book or issue which demonstrates

unacceptability on that standard may be placed on an excluded list. A subscription publication which is questionable may require the review of several issues before a decision is made as to permitting or excluding the publication. Occasionally, individual issues of otherwise permitted publications may be found to be unacceptable and may be individually excluded. It is suggested that this policy can best be implemented by having posted in the mail room a list of permitted publications and another list of excluded publications. When a publication is received, the mail room officer can refer to this list, to see whether it can be delivered or not. A publication which is not listed would be referred to the designated staff for review and decision.

e. As indicated in 4b above, the decision not to forward a publication to an inmate under this Policy Statement must be based on a showing that doing so will be detrimental to the security, discipline or good order of the institution. It should not be based solely on its religious, philosophical, political, social or sexual views.

f. Where a publication is found to be unacceptable under this Policy Statement, the inmate will be advised in writing of the decision and the reasons. The Administrative Remedy procedure (P.S. 2001.6) may be used to complain of the decision. The unacceptable publication will ordinarily be returned to the publisher. A copy of the rejection letter will be sent to the publisher, with a request to discontinue the mailing if it is a subscription which is found unacceptable. The publisher will be advised as well that he may obtain an independent review of the rejection by writing to the Regional Director within 15 days of the rejection letter. An inmate may request a further review, after a lapse of at least 6 months, of a subscription publication.

g. Limits may be set locally, for housekeeping and security reasons, on the number of publications an inmate may receive or may retain in his quarters.

h. Ordinarily, when an inmate is transferred, the receiving institution should permit completion of any subscription which has been approved by the sending institution. Upon transfer, the inmate should notify the publisher of his new address.

5. ACTION. The head of each institution will develop local policy statements and/or working guidelines to implement this policy. These will be submitted to the Assistant Director, Correctional Programs for review.

6. THIS POLICY STATEMENT WILL BE TRANSLATED INTO SPANISH.

Norman A. Carlson

NORMAN A. CARLSON
Director, Bureau of Prisons
Commissioner, Federal Prison Industries

COPY

FEDERAL PRISON SYSTEM **WASHINGTON, D.C. 20534**

Policy Statement

NUMBER 7300.56A

DATE 6-10-74

SUBJECT: COLLEGE LEVEL PROGRAMS FOR INMATES

FPI-MI—9-10-76-2M-6136

1. PURPOSE. To establish policy and procedures for the implementation of college level programs.

2. POLICY. It shall be the policy of the Bureau of Prisons to encourage inmate involvement in college level programs whenever an inmate is interested in college level studies and his treatment team agrees that such involvement is an appropriate treatment goal. The term "college level programs" as used in this Policy Statement shall include courses of study provided by junior or community colleges, four year colleges and universities and post-secondary vocational or technical schools.

3. DIRECTIVES AFFECTED. Policy Statement 7300.56 dated 7-13-70 is superseded.

4. ACTION.

   a. In cases where an inmate is interested in college level work and his treatment team agrees that it is an appropriate program goal, a thorough review should be made of possible sources of tuition support: the individual inmate's resources, elgibility to veterans' benefits, support by state administered Vocational Rehabilitation funds, or such other appropriate resources as may be available. Institutions of higher learning may consider waiving tuition costs in selected cases. Assistance from the Regional Office might be helpful in this connection and such assistance is available upon request.

   b. Institution funds for college level programs should be planned and programmed for on an annual basis and appropriate budget support sought. It is anticipated that treatment goals involving college level programs will be appropriate for approximately 20 to 35% of a particular institution's population depending on age distribution of inmates and related factors.

   c. Participation in a college level program, where institutional funds or where other Federal resources are used, will be open to those individuals for whom the treatment team has indicated that college level work is an appropriate program goal.

   d. The institution may, as resources permit, pay up to 50% of the cost of college level courses and related expenses in those cases where college level participation has been determined by the treatment

team to be an appropriate goal and it has been determined that individuals concerned do not have the personal resources to pay total cost. Institutions are encouraged to pay total costs when budget resources permit, it has been determined that all other sources of support are unavailable, and it has been determined that college level participation is a treatment need of the individual.

e. These financial arrangements shall apply to institutional and community based (study release) and correspondence programs offered by junior or community colleges, four year colleges and universities and post-secondary vocational or technical schools.

f. In the event an inmate withdraws from a course for personal reasons, immediate action should be initiated to obtain a refund of the Government's share of the tuition.

g. Post-release planning should consider college application and entrance among the realistic alternatives open to releasees whose treatment goals, while in the institution, included preparation for or involvement in college level programs. Federally insured student loans, work-study programs, foundation tuition grants, individual scholarships, and other resources should be examined and applied for where appropriate well in advance of the individual inmate's anticipated release date. The attached list shows some of the major possible sources of tuition support. The Education Department of each institution shall be responsible for researching grant and other support sources and assisting residents in making appropriate application for such assistance.

/s/
NORMAN A. CARLSON
Director, Bureau of Prisons
Commissioner, Federal Prison Industries, Inc.

SOURCES OF POSSIBLE COLLEGE LEVEL TUITION SUPPORT OR

INFORMATION ABOUT SUCH SUPPORT

1. The Rehabilitation Services Administration (formerly VRA) HEW - Washington, D. C. 20201.

   Each state has its own Rehabilitation Administration Agency.

   A complete list of state VRA agencies can be obtained from RSA - HEW - Washington, D. C.

2. Veterans Administration - Veterans Benefits Office, 2033 M Street, N. W., Washington, D. C. 20421.

3. Government Insured Student Loans* - (primarily for study-release or post-release college enrollment). Applications for loans may be obtained from individual banks or financial assistance officers of college or universities.

   Students may borrow up to $1,000.00 academic year for under-graduate study and $2,500.00 for graduate and "Professional" studies.

4. College Work Study Program - Students work as laboratory assistants, cafeteria helpers, teachers assistants, playground supervisors, etc. up to 15 hours per week during school term and up to 40 hours per week during vacations.

5. Basic Educational Opportunity Grant Program - These HEW - Office of Education grants can be used to help defray the costs of tuition, fees, room, board, and miscellaneous expenses for students attending over 5,000 eligible colleges, universities, junior colleges, vocational, technical, career training schools, and hospital schools of nursing. For additional information write to the address listed below and refer to Clearinghouse Distribution No. 4-74 of May 8, 1974.

   For further information about items 3 - 5 write:

   Division of Student Financial Aid
   Bureau of Higher Education
   U. S. Office of Education
   Washington, D. C.

6. "Need a Lift?" - An annually revised 132 page handbook published as a part of The American Legions Education and Scholarship Program to assist students, parents, and counselors to secure current information on

careers, loans and scholarships. Available from The American Legion, Dept. S., P.O. Box 1055, Indianapolis, Indiana 46206, ($0.50) prepaid or in quantities of 100 or more $0.30 per copy.

*Note: Prepayment of part or all of the loan may be cancelled if student-borrower becomes a teacher and teaches in certain designated schools.

FEDERAL PRISON SYSTEM WASHINGTON, D.C. 20534

Policy Statement

NUMBER 7300.63B

DATE MAY 11 1978

SUBJECT: Education, Training and Leisure-Time Program Standards

1. PURPOSE. To establish standards for inmate education, training and leisure activity programs in the federal prison system.

2. DISCUSSION. The Bureau of Prisons wishes to establish uniform education, training and leisure activity standards for programs throughout the federal prison system. Uniform standards are necessary for purposes of program accountability and evaluation and for resource allocation. In addition, experience suggests that clearly defined standards contribute to effective program management and thereby enlarge inmate education, training and leisure activity opportunities. Additionally, uniform standards facilitate comparative cost-benefit analyses which can serve as the basis for further program improvements.

3. DIRECTIVES AFFECTED. Policy Statement 7300.63A dated 7-18-74 is hereby cancelled. Reference is made to Leisure Activity Policy Statements 7300.88 (12-10-73), 7300.83A (6-26-74) and Social Education 7300.118 (8-9-76).

4. GOALS. All inmates with the need and capacity should, during confinement:

a. ... complete the Adult Basic Education Program;
b. ... complete the Adult Secondary Education Program;
c. ... acquire or improve an employable skill through one or more programs of Occupational Education;
d. ... complete one or more Postsecondary Education activities;
e. ... complete one or more organized Social Education activities;
f. ... complete one or more prescribed Leisure activities. (See Policy Statement 7300.88, 12-10-73 and 7300.83A 6-24-74 for related leisure activity program standards).

5. STANDARDS. The following standards shall apply to full time Civil Service and contract teachers in all federal correctional institutions (because of their differing mission, these standards shall not apply to metropolitan correctional or detention centers).

A. Minimum class size, daily hours of instruction teacher-student contacts and program completions.

	ABE (Adult Basic Education incl. E.S.L.)	ASE (Adult Secondary Education)	VT (Vocational Training)
Min. Class size per instructor (no. of students in average daily attendance)	10	15	15
Teacher-student contact hours per day	60	90	90
Teacher-student contacts per year	200	300	15 - 720*
Completions per instructor, per year	45	50	9 - 430**

*Vocational Training

Length of VT programs and number of contacts will vary as follows:

Length of Program	Number of teacher-student contacts per year
1 year	15
3 months	60
1 month	165 (11 mo. yr.)
1 week (exploratory programs)***	720 (48 wk. yr.)

** VT program completions should be approximately 60% of enrollments.
*** All VT programs under 100 hours are exploratory programs.

NOTE: Where any instructor teaches less than full time, all standards will be scaled proportionately.

B. Leisure Activities and Social Education (LA and SE)

Leisure activities and social education are organized in different ways in different institutions. Additionally, non-education staff

sometime share responsibilities for development and supervision of these activities. Therefore no national standards shall be established for class size, daily hours of instruction, teacher-student contacts and program completions.

Each institution shall establish its own standards for these program areas. These standards and their degree of implementation shall be reviewed by the appropriate Regional Education Administrator during annual staff assistance visits and an evaluation shall be made at that time of whether the implementation of these standards is consistent 1) with an institution's program plans for these two activity areas and 2) with related Bureau Policy Statements: Leisure Activities Policy Statements 7300.88 (12-10-73), 7300.83A (6-24-74) and Social Education 7300.118 (8-9-76).

C. The following are definitions of program completions.

1. ABE - an adult basic education program completion shall be the achievement by a student of 6.0 intermediate battery median SAT score, or in the case of non-English ABE programs, achievement of a score equivalent to the SAT 6.0 grade.

2. ASE - an adult secondary program completion shall be the achievement of GED national norms determined by The American Council on Education or a high school diploma (if a student achieves both through separate courses of study each shall be counted as a completion).

   An ASE Refresher course may be counted as a completion for inmates who already have a high school or GED, but who participate in secondary level programs to improve their skills.

3. VT - a vocational training completion shall be the achievement of a certificate by a state, federal or professional organization or an accredited educational institution. Where programs are not certified or part of an approved apprenticeship program, a completion shall be measured by a student receiving a certificate for passing an examination approved by the Bureau's Education Administrator. All courses which do not lead to certification and/or are less than 100 hours in length shall be considered exploratory courses.

4. PSE - a postsecondary education program completion shall be the receipt of a passing grade in a course provided by an accredited postsecondary educational institution.

5. LA and SE - a leisure activity or social education activity shall be considered completed when a student has met the participation and achievement standards established by the institution for that activity. Only activities in which participation is expected and attendance taken shall be reviewed and evaluated.

6. PROGRAM CHARACTERISTICS.

a. The Education Program will operate on a 12-month basis with minimum break periods for holidays.

b. School and other education activities shall be programmed at least 10 hours per day. (They need not be consecutive; e.g., 7-11 a.m., 1-4 p.m., 6-9 p.m.).

c. Opportunities for residents to participate in activities supervised by the education department will be available seven days a week.

d. Supervised evening and weekend activities will be scheduled at least four hours on Saturdays and at least two hours on Sundays.

e. Education, training and leisure programs will develop and establish maximum use of community resources. This can be in the form of study release, education furloughs and "in-house" use of outside resources.

f. Education opportunities will be provided for bilingual and bi-cultural residents. To ensure achievement of this program characteristic, it will be necessary that staff members reflect the bilingual make-up of a particular institution's population. Bilingual teaching materials and resources should also be obtained and utilized.

g. Recruitment and staff practices of supervisors of education will give strong support to the Bureau's general policy of encouraging the employment of bilingual/bicultural persons, minorities and women to serve most effectively the needs of the resident population.

7. PROGRAM PLANS. Supervisors of Education will submit by July 1 of each fiscal year to the Chief Executive of their institutions (with a copy to the corresponding Regional Education Administrator and the Education Administrator, Central Office) an annual plan of action which reflects the standards outlined in this Policy Statement. These plans of action will include the establishment of specific quantitative goals for each of the following program areas:

Adult Basic Education
Adult Secondary Education
Occupational Education
Postsecondary Education
Social Education
Leisure Activities

8. STAFF ASSISTANCE VISITS. All programs shall be evaluated against these standards and these evaluations shall be included in Regional Education Administrators' annual staff assistance visit reports. These reports shall provide quantitative performance data for all program areas for which national or local quantitative standards have been established.

9. REVIEW OF STANDARDS. These standards and definitions shall be reviewed periodically (no less than once every two years) and revised and up-dated when necessary.

Norman A Carlson

NORMAN A. CARLSON
Director, Bureau of Prisons
Commissioner, Federal Prison Industries, Inc.

BUREAU OF PRISONS WASHINGTON, D. C. 20537

Policy Statement

7300.83A

6-26-74

SUBJECT: INMATE ARTS, HOBBYCRAFT, AND LITERARY WORKS

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1. POLICY. It is the policy of the Bureau of Prisons to encourage the inmate to make constructive use of leisure time. In addition to the structured and organized sports program, inmates may wish to write manuscripts, or engage in art, leather or other hobbycraft areas.

2. PURPOSE. This Policy Statement establishes policies and procedures to be followed concerning the review of manuscripts written by inmates, art work, and hobbycraft articles and their disposition.

3. DIRECTIVES AFFECTED. Policy Statement 7300.83 dated April 17, 1973 is hereby superseded.

4. DEFINITIONS.

   a. Inmate Manuscripts - Inmate manuscripts include fiction, non-fiction, poetry, music and lyrics, drawings and cartoons, and all other writings.

   b. Art Work - Art work includes all paintings and sketches and may be rendered in any of the usual media (oils, pastels, crayons, pencils, inks, charcoals) with the exception of printers or india ink and/or in accordance with local institutions policies regarding materials.

   c. Hobbycraft Articles - Hobbycraft articles include leatherwork, models, clay, mosaics, crocheting, knitting, sculptures, woodworkings, lapidary, and other forms dependent upon periodic interests and/or institution regulations.

   d. Non-profit Organization - A non-profit organization is defined as one which is not intended to make a profit from the sale and will not require in excess of 30% of the sale to cover the organization cost for over-

head (rent, maintenance, utilities, taxes, etc.) and reimbursement to persons for lost or damaged articles received.

5. EXPLANATION.

a. Inmate Manuscripts

(1) An inmate is permitted to prepare manuscripts (including memoirs, diaries, etc.) for his own use without institution approval, if he does not intend to submit the manuscript for publication while he is in custody, or circulate it within the institution in any way. If an unapproved manuscript is circulated, or if the inmate attempts to submit it for publication, it may be confiscated, as provided in subparagraph (5).

(2) Inmates are permitted to publish manuscripts in the institutional inmate magazine (if one exists) or to submit a manuscript for publication, or distribution outside the institution, except that a manuscript shall not be approved for publication if it deals with the life or criminal career of the writer, with employees of the Bureau, with other inmates with matters presently in litigation, or the publication contains statements that are likely to incite violence or seriously affect good order. The inmate's right to express any and all grievances, including those related to staff and conditions of confinement, through free and uncensored access of the U. S. Courts, Members of Congress and certain other Government officials, through the Prisoners' Mail Box remains unimpaired. (See Policy Statement 7300.2B).

(3) An inmate wishing to write for possible publication shall submit a statement of his intentions and the general nature of his planned manuscript to the Warden, or his

designee. As long as the inmate's stated intentions are not in conflict with paragraph 5a(1) and (2), above, the Warden, or his designee shall mark or stamp the inmate's statement, prepare a memo, or in some fashion clearly indicate that the inmate's plan to write is approved. The stamped or marked statement, memo, or other indication of recognition will be given to the inmate to serve as a "cover" for his manuscript while it is in preparation. No such "covered" manuscripts will be confiscated unless in review with the Warden or the above-named designee it is determined that the writer has deviated significantly from his stated intent.

(4) Manuscripts will be reviewed by the Warden or his designee. In the event of disapproval, the reviewer shall identify in writing the reason for disapproval, with specific reference to parts of the manuscript, and these reasons shall be provided to the inmate.

(5) An inmate may appeal the disapproval of his manuscript as follows:

(a) the manuscript will be re-submitted to the Warden with a request for submission to the Regional Office.

(b) the Warden, or his designee, will submit a disapproved manuscript and the reasons for the disapproval to the Regional Director, who may review the manuscript with representatives of the Legislative and Legal Counsel and the Education Branch as appropriate.

(c) a decision will be made by the Regional Director with reference to the manuscript's

content in relation to the standards set forth above. The decision and the reasons for the decision will be communicated to the Warden and inmate.

(6) Disapproved manuscripts shall be retained by the head of the institution until time of release, at which time the manuscript shall be included with the personal property returned to the inmate.

(7) An inmate shall not communicate with an editor, publisher, or literary agent regarding the writing of, placement or disposition of a manuscript until all the preceding conditions have been met.

(8) An inmate who derived a substantial portion of his income from writing prior to the commencement of his current sentence shall not be permitted to sell manuscripts for financial reward.

(9) Inmates must not permit their living area to become untidy because of an unreasonable accumulation of writing product. If an inmate's area becomes untidy because of this material, it may be confiscated, as provided in subparagraph (5).

b. Art Work

(1) Materials may only be obtained through:

(a) donations by the institution art training program (if one exists) to an inmate registered in a regular course of art instruction.

(b) the Commissary Sales Unit.

(c) special Purpose Commissary orders, providing the commissary sales unit. is unable to stock a sufficient

amount of materials needed (brand name not included) to supply the interested population.

(2) The size of paintings and drawings will conform to institution policies. All work must be in good taste and reasonable in content. It cannot, in public display, jeopardize the goodwill and relations between any community and the Bureau of Prisons.

(3) The money to be spent on art materials will be subject to the limitations set by the institution regarding amounts and expenditures from spending or savings accounts.

(4) All art work must be identified by a label, or some other form of identification, to appear on the reverse side, bearing name of owner and register number.

c. Hobbycraft. The same applies for all hobbycraft items as mentioned above (Art Work) with regard to content, acquisition of materials, and expenditures.

6. DISPOSITION. Once all preceding conditions as mentioned above have been met, the inmate may dispose of his completed work(s) by:

(a) donating to the institution;
(b) taking with him when he is released;
(c) giving to an authorized visitor (dependent upon local institution regulations);
(d) mailing to authorized correspondent;
(e) offer for sale through the institution Art and Hobbycraft sale program (if one exists);
(f) non-profit organizations concerned with the advancement and promotion of art and hobbycraft offering to provide an outlet for inmate products. Inmate art and hobbycraft articles may be mailed

to these organizations through approved institution channels. The liability for loss or damage of articles shipped from an institution to a non-profit organization will rest with the inmate or the requesting organization and not with the institution.

Norman A. Carlson

NORMAN A. CARLSON
Director
Bureau of Prisons

C O P Y

FEDERAL PRISON SYSTEM **WASHINGTON, D.C. 20534**

Policy Statement

NUMBER 7300.87

DATE 8-4-73

SUBJECT: PRE-RELEASE PROGRAM

FPI-MI—9-10-76-2M-6136

1. PURPOSE. To transmit guidelines for the establishment of Pre-Release Programs.

2. POLICY. To provide a program that will supplement institution treatment programs that are aimed at preparing the releasee for transition to the community. In line with the guidelines given in this Policy Statement, specific institution programs should be developed which will realistically relate to the particular institution's mission.

3. BACKGROUND. There has been no established Bureau-wide policy that has been subjected to writing on the subject of Pre-Release Programs. Instead, each institution has been allowed to determine its own needs for a Pre-Release Program. While some institutions have established workable, worthwhile programs, others have elected not to become involved in a Pre-Release Program.

4. ACTION.

a. It shall be the responsibility of the Associate Warden responsible for the area of programs to designate an individual under his/her supervision to be responsible for coordination of the Pre-Release Program. This responsibility can not be delegated lower than the GS-11 level.

b. The person who is designated as being responsible for the Pre-Release Program will solicit the cooperation of the Administrative Assistant (Record Office), the Supervisor of Education, the Chief Correctional Supervisor, the Chief of Classification and Parole, and the Hospital Administrative Officer as well as others in the institution, to assist with the necessary information and resources needed to establish and maintain a viable Pre-Release Program.

5. GUIDELINES. The releasees who are eligible for and who are placed in the Work/Study Release Programs will be involved in the Pre-Release Program in accord with the following guidelines:

a. The Pre-Release Program should be structured to use staff, inmate, and community resources as extensively as possible. Available community resources will, of course, vary from institution to institution, which will necessitate the more extensive use of institution resources and audio-visual aids. Federal resources should be cultivated and utilized

and should be designed to include such areas as participation by the U. S. Probation Officers, Community Program Officers, Community Treatment Center Personnel, Social Security Personnel, Veterans Administration Personnel, and other federal agencies and employees.

b. It is expected that the institution staff will strongly encourage and support participation in a Pre-Release Program. However, participation in a specific number of programs should be mandatory while other sessions can be kept on a voluntary basis, except in those institutions where the staff believes that mandatory participation to be feasible. The Pre-Release Coordinator and the Managers listed in Section 4, Subhearing b, will establish specific guidelines for participation in the Pre-Release Program.

c. Staff participation in lecture sessions and other facets of the program should be strongly encouraged by the Program Administrator.

d. Separate housing may be established for pre-releasees, if it is deemed to be desirable by the institution staff.

e. Those individuals who are approved for community treatment centers should participate in a specific number of sessions prior to their actual placement in the community treatment center. These sessions should be designed to inform the releasee about life in the Community Treatment Center.

f. The Pre-Release Coordinator should establish outlines of areas which need to be covered in the Pre-Release Program.

g. The releasee should receive as much individual attention as possible. Plans should be developed in direct relationship to the release needs of inmate. Such things to be considered are; area of release, educational and vocational skills, need for participation in on-going community programs, such as Department of Vocational Rehabilitation, Manpower Development and Training Assistance, State Employment Agencies, Labor Unions, Drug Abuse Programs, Alcoholics Anonymous Programs, and Mental Health Clinics.

   The various social action clubs, such as Jaycees, Toastmasters, Rotary International, and the Lions Club, should be included in the program.

h. The program coordinator will be primarily responsible for scheduling and contacting volunteers from the local community.

i. It is suggested that furloughs for release purposes be utilized to assist in the release process but only in accord with the guidelines established in the Policy Statement on Inmate Furloughs, P. S. 7300.12A CH-1, 5-27-70.

j. It is imperative that efforts be extended to help releasees obtain proper identification, such as Driver's Licenses, Social Security Cards, Birth Certificates, and any other documents needed by the releasee to help establish himself in the community. A check list should be established to insure that the above documents are available and delivered to the inmate at the time of his release.

k. The Pre-Release Program must be developed and implemented in such a way as to be measurable in accordance with Policy Statement 7300.16A where it applies to pre-release procedures.

l. The use of video tape, audio-visual aids, and selected reading material should be utilized in the Pre-Release Program.

m. At least 60 days prior to the release of an individual under Mandatory Release or Minimum Expiration, a Terminal Report in the form of a brief letter should be sent to the Supervising United States Probation Officer with a copy to the United States Probation Officer in the district of origin. A brief summary of the activities of the individual will be outlined and the U. S. Probation Officer should be informed of the release plan, resources, and potential problem areas he will face while working with the man.

6. DIRECTIVES: Each institution shall develop a local policy statement for the establishment of the Pre-Release Program within the guidelines of this Policy Statement and care should be given to insure that the institution policy realistically relates to the mission of each particular institution. The institution policy statement should be submitted to the Assistant Director, Institutional Services, for review and comment within 90 days from the receipt of this Policy Statement.

/s/

NORMAN A. CARLSON
Director, Bureau of Prisons
Commissioner, Federal Prison Industries, Inc.

C O P Y

FEDERAL PRISON SYSTEM **WASHINGTON, D.C. 20534**

Policy Statement

NUMBER 7300.88

DATE 12-10-73

FPI-M. —9-10-73-2M-8132

SUBJECT: THE RECREATION PROGRAM AS A TREATMENT TOOL AND GUIDELINES FOR ITS ADMINISTRATION

1. PURPOSE. To establish general guidelines for the administration of the Recreation Program and to insure adequate consideration by treatment teams of the prescribed use of recreation activities as integral components of the treatment program designed for individual residents.

2. BACKGROUND. An analysis has been made of the different recreation programs offered and promoted at all institutions. There is a wide variance among these programs and although it would be inappropriate to establish a uniform program for all institutions, minimum program guidelines are needed. The minimum guidelines set forth in this document should be regarded as target levels of performance below which no institution should function without appropriate justification. The overall goal is to offer the widest possible range of recreation activities to all offenders. In performing the foregoing analysis, it was discovered that education supervisors, recreation specialists who comprise part of the educational staff, corrections counselors, mental health coordinators, case management personnel and others in the corrections field are becoming increasingly aware of the positive contributions that specially designed recreational activities can make to the resident's total treatment program. Current orientation practices and personnel assignments to functional units, however, are such that the potential contributions are sometimes overlooked. In order to remedy this particular situation, the following action steps are proposed:

3. ACTION.

a. Education personnel assigned to treatment teams are charged with the responsibility of helping the teams to consider the advisability of prescribing specially designed recreation activities for selected residents to fulfill specific needs and interests of a physical, social or psychological nature. Each education supervisor will inform his or her staff members of this responsibility and establish ways of implementing, monitoring, and reinforcing this practice.

b. The recreation staff will develop appropriate ways to identify recreation-related treatment needs of residents during their period of admission and orientation, and will establish an effective mechanism for communicating his or her findings and recommendations regarding individual cases to the treatment team.

c. The recreation supervisor will report periodically to the treatment team on the progress residents assigned to recreation by the team are making toward the achievement of treatment goals.

d. Recreation specialists, in cooperation and consultation with other staff members, are urged to develop, test, evaluate and improve programs that are likely to be most conducive to meeting specific treatment needs of offenders.

e. The Central Office is prepared to provide technical assistance and specific ideas about procedures, practices and guidelines that will help to ensure the development of a balanced, effective and treatment oriented institutional program in the area of recreation.

4. DISCUSSION. "Recreation Program" is a term used to describe a broad range of formal and informal activities, some of which may be prescribed for an offender by his treatment team to meet various physical, sociological and psychological needs. A general recreation program includes activities such as sports, table games, movies, or cultural events which are offered and promoted primarily as physical or emotional outlets. When such activities are spoken of as "organized" recreation activities, they are those which are offered, promoted, and supervised through the recreation office, and for which there is an accounting by registration or roster of individual participation.

An effective recreation program also promotes "activities awareness," i.e. involves the offender in recreation activities presently unfamiliar to him, thereby providing the kind of knowledge and experience which may help him to utilize his leisure hours productively after release from confinement. The activities awareness dimension of the recreation program frequently includes arts, music, drama, literacy persuits, special cultural events, and hobbycrafts. Activities of a competitive nature are also an important facet of a complete recreation program. Competition can take place on the athletic field, at the bridge table, on the stage in an art exhibition. The competition may be "intramural" (involving residents only) or "varsity" (pitting residents who have exhibited outstanding achievement in intramural activities against their counterparts in the community).

5. GOALS.

a. A recreation program should be broad enough to include elements of general recreation, activities, awareness, and competition.

b. A recreation program should be used to the maximum extent feasible as an aid in meeting specific treatment needs of offenders.

c. A recreation program should be designed to attract residents regardless of ethnic, racial and sex differences, and to provide positive carry-over value for post-release involvement in community activities.

d. Organized recreation activities, as defined above, should involve a minimum of 1/3 of the total population and should be offered on a year round basis.

6. STAFFING PATTERNS.

a. The recreation program should be directed by a fully qualified person who reports directly to the Supervisor of Education. Penitentiaries, Correctional Institutions, Reformatories, Youth and Juvenile institutions should include, in addition to the recreation supervisor, one full-time staff member with expertise in sports organization, one full-time staff member with expertise in hobbycrafts, and at least three part-time (contract) personnel, (e.g. music instructor, leathercraft instructor, and art instructor). Although the personnel requirements are of smaller magnitude in prison camps, community treatment centers, and metropolitan corrections centers, such institutions should employ a sufficient number of recreation specialists to provide a well-rounded program of indoor and outdoor activities.

b. Where a Group Activities Coordinator position has been established, the incumbent should be afforded sufficient authority to coordinate programs across departmental lines. All resident and/or community group activities scheduled to take place within the institution, regardless of contracting department, should be coordinated by the Group Activities Coordinator.

6. PROGRAM AREAS.

a. The supervisor of recreation should prepare an outline of available recreation activities and should be involved in the orientation of the incoming offender to the existence of such activities.

b. The supervisor of recreation, in consultation with the Supervisor of Education, should develop a procedure in accordance with section 3 above whereby the treatment team will become aware of treatment needs that can be served by the recreation program. Reports of the offender's progress toward the achievement of treatment goals should be sent periodically to the treatment team through the Supervisor of Education as prescribed in section 3 above.

c. Each institution should develop a hobbycrafts program which offers a minimum of four organized hobbycraft activities and which utilizes resources available in the geographic area. Hobbycraft programs might include beadwork, carving, ceramics, copper tooling, other metalcraft, crocheting, drawing, embroidering, etching, jewelry-lapidary, knitting, leathercraft, model making, sewing, sketching, thread handicraft, weaving, woodcraft, and yarn.

d. Each institution should offer a music program that affords opportunities for learning basic theory, developing appreciation, and improving one's musical performance skills.

e. Each institution should organize a minimum of three on-going intramural competitive activities for each appropriate season of the year (e.g., softball, basketball, chess).

f. Each institution should consider whether or not it will be appropriate to provide instruction in Sports Officiation accredited by a recognized national organizations such as the National Baseball Congress or the Amateur Softball Association.

7. PHYSICAL FACILITIES.

a. Each institution should consider establishing a display and sales outlet for offenders' finished art and craft pieces.

b. Efforts should be made to equip a Leisure Center and/or Game Room within the institution.

c. Each institution should attempt to provide rooms, preferably soundproofed, for individual and group music practice.

d. Each institution should provide outdoor facilities and equipment for open participation in a minimum and eight outdoor sports activities. Sports activities might include any of the following: badminton, baseball, bicycling, boccibal, basketball, croquet, flag football, miniature golf, golf, handball, horseshoes, jogging, shuffleboard, softball, soccerball, tennis volleyball, etc.

8. OTHER ACTIVITIES.

a. Each institution should organized at least three offender stage productions (i.e., talent show, drama production, musical performance, etc.) per year.

b. Each institution should have a minimum of one occasion per month when outside groups provide in-house entertainment events.

c. In addition to the provisions in section (b), each institution should have a minimum of three occasions per month when community residents participate with offenders in organized recreation activities.

d. Offenders should be utilized as assistant coaches, administrative clerks, equipment clerks, officiators, instructors and general recreation aides where resident interest is expressed and ability is apparent.

9. PLAN OF IMPLEMENTATION. Each supervisor of education, in cooperation with the supervisor of recreation, will submit to the Warden/Director/Superintendent of his institution and the Administrator, Education Branch, Central Office, a local policy statement and plan of action which reflects the goals and program characteristics outlined in this Policy Statement by February 15, 1974.

These local statements and plans become operational upon approval by the Administrator, Education Branch, Bureau of Prisons.

/s/

NORMAN A. CARLSON
Director, Bureau of Prisons
Commissioner, Federal Prison Industries, Inc.

FEDERAL PRISON SYSTEM WASHINGTON, D.C. 20534

Policy Statement

NUMBER 7300.100

DATE 3-18-76

SUBJECT: INMATE MANUSCRIPTS

1. POLICY. It is the policy of the Bureau of Prisons to encourage inmates to use their leisure time for creative writing and to permit the direct mailing of all manuscripts as in the case of ordinary correspondence.

2. DIRECTIVE AFFECTED. Policy Statement 7300.83A dated June 26, 1974, Section 4a and 5a, Paragraphs (1) thru (9) are superseded.

3. DEFINITION. Manuscripts for the purpose of this Policy Statement include fiction, non-fiction, poetry, music and lyrics, drawings and cartoons and other writings.

4. DIRECT MAILING. An inmate is permitted to prepare manuscripts for private use or publication while in custody without institution approval. Manuscripts may be mailed directly as ordinary correspondence, in accordance with the Correspondence Policy Statement, P.S. 7300.1A as amended. The institution may limit the amount of writing work-product accumulated in living areas in the interests of safety or fire prevention.

5. ACTION. Each facility will develop a local policy statement permitting direct mailing of manuscripts as outlined. Copies will be sent to the Regional Director and Assistant Director, Correctional Programs Division, within 30 days of receipt of this Policy Statement.

Norman A. Carlson

NORMAN A. CARLSON
Director, Bureau of Prisons
Commissioner, Federal Prison Industries

COPY

FEDERAL PRISON SYSTEM **WASHINGTON, D.C. 20534**

Policy Statement

NUMBER 7300.115B

DATE 1-16-78

SUBJECT: INMATE ORGANIZATIONS

FPI-MI—9-10-76-2M-6136

1. PURPOSE. To establish guidelines governing the approval and supervision of organized inmate groups. To assure that adequate fund accountability procedures are established and maintained. To re-emphasize the Bureau policy that staff will not accept gifts or renumeration in any form from inmates or inmate organizations.

2. DIRECTIVES AFFECTED. Policy Statement 7300.115A, Inmate Organizations is cancelled. Policy Statement 3712.1, Standards for Employees' Organizations to Establish Accounting and General Guidelines for Employee Organizations is referenced.

3. BACKGROUND. The approval and supervision of organized inmate groups has been the responsibility of each institution.

Department of Justice and Bureau of Prisons audit citations over the past years point to the lack of financial controls. A significant increase in the number and type of these groups indicate a need to establish agency-wide guidelines.

4. APPROVAL. Inmates are authorized to participate in only those organizations which have been recognized and sanctioned by the Warden. Any proposed organization must submit a request to the Warden for recognition prior to becoming active.

The request must be accompanied by the organizations' tentative Constitution and By-laws which must include the provisions of Policy Statement 3712.1, except for the required quarterly financial statement. Any inmate organization which works in opposition to the security, discipline and good order of the institution will not be approved.

5. STAFF SUPERVISION. Every inmate organization must have a staff sponsor. The sponsor will be on official duty status when performing those functions normally associated with such sponsorship (such as scheduling meetings, signing financial reports, and arranging supervision for organization functions). The sponsor's Position Description should reflect the duties of inmate organization sponsorships.

Staff, including the sponsor, may volunteer additional time to work with an inmate organization in a capacity other than sponsor. Such involvement

and work will not be a part of the volunteer's regularly prescribed duties nor be reflected in the volunteer's Position Description.

6. OPERATIONAL REQUIREMENTS.

a. Constitution. Each organization must have a constitution defining its purpose and operations, and the duties and responsibilities of the officers. The constitution is subject to the approval of the Warden and may be amended by the Warden as necessary.

b. Meetings. Meetings shall be held at times which are not competitive with regularly scheduled inmate work and program activities. Meeting schedules must be approved by the Warden or an authorized representative and supervised by a staff member.

c. Activities and Projects. All activities and projects sponsored by the organization must be approved by the Warden. Fund raising projects should be limited to those activities in which the inmate members of the organization are actively engaged in a substantial portion of the work required. Fund-raising projects should not be competitive with the Commissary or interfere with the orderly operation of the institution. In reviewing fund-raising projects for approval, consideration will be given to the additional work-load which will be imposed upon the staff in processing fund withdrawals, and shall not be approved if they will create work beyond the capability of resources available to the institution. Inmate organization funds shall not be used to finance staff members attendance at meetings or to furnish gifts or compensate staff members in any way. Government funds may be used to finance staff members travel expenses for meetings and conventions out of town, provided the staff member is in a duty status, and is directly involved with the inmate organization on a continuing basis.

d. Dues. If dues are collected, the rate and method of collection is subject to the approval of the Warden. Inmates may not be excluded from membership in the organization solely on the basis that they lack funds for dues.

* e. Accountability of Funds. Inmate organizations are required to maintain financial records in accordance with accepted accounting practices. Financial records must be maintained currently to record (1) receipt/income identified by the source (2) expenditures in check form tc payee supported by applicable receipts with disbursements approved in accordance with the organization's constitution. All inmate travel in connection with inmate organizations will be in accordance with Federal Travel Regulations and documented by travel voucher. The voucher shall be filed with organization records to support the expenditure. The Warden shall disband inmate organizations that fail to maintain suitable financial records, furnish financial statements or complete the required annual audit. It is the responsibility of each Warden to

insure that financial records and reports are maintained. Financial Records procedures are to be included in the organization's constitution as prescribed by Policy Statement 3712.1. Financial statements shall be prepared by the organization treasurer, presented to the membership of the organization, reviewed by the sponsor and furnished to the Warden by 20 April, 20 July, 20 October, and 20 January each year. Copies shall be furnished the Business Manager.

Audits will be conducted at least once per calendar year by a commercial accounting firm or an employee with accounting experience. After the audit a narrative report will be submitted to the Chief Executive Officer. The Business Manager will maintain copies of each financial statement and annual audit, and will initiate action to assure compliance with these financial record requirements.

f. Special Activities. Special activities such as the inclusion of guests in regular meetings, banquets, participation in community programs or contributions to charitable causes, must be approved by the Warden and will be under the direct supervision of the staff coordinator. Guests shall be required to deposit a cash meal ticket when attending banquets, unless specifically covered by Policy Statement 17615, Guest Meal Tickets.

* g. Annual Report. Each Warden shall forward annually to the Regional Director, a complete list of all active inmate organizations at the close of the fiscal year, with a copy of the annual audit and a copy of the Spetember 30 financial statement. *

7. FINAL AUTHORITY. The Warden of each institution may delegate authority to regulate inmate organizations to the level of Department Head, but retains final responsibility for all decisions regarding inmate organizations.

/s/
NORMAN A. CARLSON
Director

FEDERAL PRISON SYSTEM WASHINGTON, D.C. 20534

Policy Statement

NUMBER 7300.118

DATE 8-9-76

SUBJECT: GUIDELINES FOR THE DEVELOPMENT OF THE TOTAL INSTITUTION SOCIAL EDUCATION EXPERIENCE

1. PURPOSE. To encourage all staff and inmates in the Federal Prison System to develop a greater sense of responsibility for each other and motivation for continued personal growth.

2. DEFINITION. Social education is the process of creating a learning environment composed of experiences by which an individual gains the knowledge, skills and attitude necessary to shape, support and maintain a worthwhile and positive self-image and to interact in responsible ways with other human beings.

3. BACKGROUND. It is recognized that life skills -- interpersonal relationships, communication, self-motivation, realistic goal setting, and a positive basic self concept -- cannot be taught to inmates just prior to release. Realistically, exposure to programs fostering these skills should be available early during the inmate's incarceration and reinforced by all staff contacts throughout his or her stay.

Furthermore, it has been demonstrated that many social education programs, developed and implemented at institutions in the past, have been abandoned due to staff changes.

Institutions need to voluntarily respond to both these concerns by developing plans of action for further implementation of social education throughout Bureau facilities.

Thus, the emphasis becomes two-fold:

a. To raise the level of staff awareness concerning social education so that institutions may identify current initiatives in this area and at the same time analyze future needs which may lead to new implementations.

b. To incorporate the concept of social education into the total institution (involvement of all departments and institutional staff) to provide for consistent and continuing programs.

4. SPECIFIC PROGRAM CHARACTERISTICS. Social education is found in many forms throughout the institution. An experience qualifies as social education if it teaches or reinforces self development and personal growth. Social education encompasses activities which help inmates and staff increase self-understanding, develop realistic self-concepts, and gain appropriate skills in interpersonal relationships and coping with the problems to be faced as consumers, family members, wage earners, and responsible citizens. Four main approaches which should be utilized in fostering social education are:

a. Regularly organized activities which have a written outline with beginning and end dates, dealing with human relations skills; e.g., Positive Mental Attitudes, Self Evaluation for Life Fulfillment, Change Agent, Guides to Better Living, AA, etc.

b. Activities which are periodically scheduled, often on a one time basis, which teach social skills; e.g., Gabriel Richard, Pacific Institute Image Seminar, etc.

c. The positive interpersonal interactions between staff and inmates (positive staff modeling, which should be happening constantly).

d. On-going activities (correctional counseling groups, voluntary groups) which have recognizable elements of social education.

5. STANDARDS. The following standards apply to all institutions who realize the total institution social education experience.

a. Each institution will through a systematic assessment of needs, identify and write objectives which will promote the total institution social education milieu and provide for the greatest number of opportunities for social education.

b. Each department will identify its own activities and experiences that address, teach, or reinforce specific social skills; these should become part of the department's training effort and a subject for continual review at departmental staff meetings.

c. Each inmate during his or her incarceration should be encouraged to assume the responsibility to identify any specific social education needs, set personal goals and decide on involvement in activities, programs and/or work experiences which will assist in reaching these goals.

d. Each institution will develop an approved local system of evaluation for social education. This assessment may include self concept scales and/or correctional institution environment scales as well as participation rates for regularly organized activities.

6. STAFF. It is the responsibility of all Central Office branch administrators to encourage and support their sections becoming involved in the social education process.

It is the regional education administrators' responsibility to monitor institutional progress in this area, and provide assistance in developing programs which are consistent with the principles of social education in their institutions.

The staff and inmate population of each institution, under the leadership of the Warden, are responsible for providing experiences which encourage each individual to seek opportunities for personal growth. All departments of the institution have the responsibility to contribute to the overall social education environment. Involvement may vary from actively presenting or sponsoring programs to supporting other staff and inmate efforts by conveying through word and example the same principles as those set forth in the structured social education programs.

Social education coordinators are designated at each institution by the Warden.

7. REPORTING. Reported activities (RAPS BP 6.2) will be limited to those identified as regularly organized activities as defined in section 4.a. of this policy statement. All other Social Education program activities will be reported via verbal departmental reports.

Monitoring will be done by the Regional Office Education Administrator or his designee through specially requested reports. All official staff assistance visits to institutions will include a report on observable kinds of social interaction; e.g. unit team identification of social education needs, departmental outlines of their contribution to the total-institution social education program, and communications of staff and residents heard and perceived as being positive and building rather than negative and destructive.

8. PLAN OF ACTION. An action plan for developing total institution involvement in social education should be submitted by each participating institution by December 31, 1976. Each institution has the option of requesting Central and Regional Office assistance to develop its plan to further implement social education.

Once the plan has been written, a local policy statement shall be developed and submitted, to the Regional and Central Offices.

Norman A Carlson

NORMAN A. CARLSON
Director, Bureau of Prisons
Commissioner, Federal Prison Industries, Inc.

FEDERAL PRISON SYSTEM WASHINGTON, D.C. 20534

Policy Statement

NUMBER 7300.128

DATE 11-22-77

SUBJECT: OPTIONAL PROGRAMMING (EDUCATION/VT)

1. BACKGROUND. It is an explicit assumption of the Bureau of Prisons that inmates can increase the likelihood of their making a successful return to the free world community through participation in a variety of education/VT programs. Further, it is generally accepted that coercion fosters resistance toward, rather than acceptance of, the activity being pressed upon the individual. These considerations have led to the development of an "optional programming" concept as the overriding Bureau of Prisons' program philosophy in the education and vocational training areas.

2. POLICY. It is the policy of the Bureau of Prisons to establish and operate safe, humane institutions for the confinement of Federal law violaters. During their period of incarceration, prisoners shall have an opportunity to use their time constructively. This entails inmates being able to choose from among a wide variety of quality programs, those which would be most helpful in increasing the likelihood of a successful post-release adjustment in the outside community. The process of program selection involves the inmate in a collaborative relationship with the Unit or Classification Team. After a period of exposure to a program for a specified period of time, an inmate can "opt out" without any negative consequences. The specified period of program exposure will not exceed 90 days. The length of the period of trial in a program before opting out should depend on the nature of the program, the inmate's experience and attitude and other options available.

3. DISCUSSION: Optional programming does not mean that inmates can remain idle and do nothing constructive for the period of their incarceration. All inmates will have a full program of either work or other structured activities. Optional programming means that after a discussion with the Unit/Classification Team, an inmate can be placed in an appropriate education/VT program for a period up to 90 days. At the end of this period of time there will be another Unit/Classification Team meeting at which time the inmate can "opt out" without any negative consequences.

4. ACTION:

a. It is incumbent upon correctional staff to develop attractive, quality programs which will encourage inmates to remain in activities which will assist in accomplishing their own goals and help them make a successful return to the free world.

b. Inmates should have maximum choice among programs offered at any particular institution. However, clear-cut criteria for eligibility and acceptance

into a program need to be established and made widely known; such standards are no different than the situation each of us encounters in society.

c. Each institution will establish local policy which will detail (1) the procedures which place inmates in educational/VT programs; (2) the minimum stay in the program before an inmate can "opt out"; (3) the procedures for "opting out".

d. Each inmate's Unit or Classification Team should provide an element of guidance in the program selection process. This is necessary because of the highly select nature of a prison population--one which for the most part has repeatedly experienced failure in a variety of undertakings. For example, inmates who in the past consistently failed to learn to read cannot be expected to know that the BOP reading program is different than the one they knew "on the streets." Consequently, we have an obligation to place an inmate who cannot read into an appropriate school program. We also have an obligation to let offenders "opt out" with no negative consequences if, after a reasonable period of time, the individual continues to reject such a program.

e. Optional programming does not mean that inmates may remain idle for the length of their period of incarceration. All inmates are expected to perform some type of work. Additionally, in unitized institutions, they are also expected to be present at all within-unit activities--e.g., Town Meetings.

f. Any need at the institutional level to deviate from this established policy should be submitted for review by the Assistant Director, Correctional Programs Division prior to implementation.

Norman A. Carlson

NORMAN A. CARLSON
Director
Bureau of Prisons

Policy Statement

SUBJECT: EDUCATION TESTS: MINIMUM STANDARDS FOR THE ADMINISTRATION, INTERPRETATION AND USE AT ALL BUREAU OF PRISONS' INSTITUTIONS

NUMBER 7300.137

DATE JUN 15 1978

FPI-MI—8-10-76-2M-6136

1. PURPOSE. To establish minimum standards for an education testing program for federal prisoners and to establish responsibility for the program.

2. DIRECTIVES AFFECTED. Policy Statement 7300.61 is hereby superseded.

3. BACKGROUND. It has been the experience of program administrators during the five years since minimum test standards were established for the Bureau of Prisons that the Revised BETA and the General Aptitude Test Battery (GATB) tests are of special rather than universal value in education program planning for the majority of inmates. The Education Task Force and education administrators have recommended that the Revised BETA and the GATB be discontinued as required tests.

4. ACTION. Supervisors of Education will be responsible for the administration of the Stanford Achievement Test (SAT) to all inmates who can read English. (A non-English version of the SAT is not presently available.)

The Revised BETA and GATB may be administered to selected inmates for specific purposes where it is presumed that the results may be useful, but they are no longer required. Other appropriate education achievement and aptitude tests may be administered, as needed.

Tests administered for psychological purposes are the responsibility of the Chief of Psychology Services; a separate Policy Statement covers the administration of psychological tests.

5. CONTROLS ON TEST ADMINISTRATION AND INTERPRETATION.

a. Standardized tests administered for education purposes shall be supervised by professional staff responsible to the Supervisor of Education. The ratio of testees per staff person shall be in accordance with the standards set by the test publisher. Contract staff may be hired to administer and score tests where such services are warranted. Under no circumstances will inmates be involved in the administration, scoring, interpretation, or clerical handling of standardized tests.

b. Test procedures described in this policy statement do not apply to tests used in specific courses of instruction such as the GED (General Educational Development), general education courses, vocational training, etc.; or to specific tests for court-referred study cases.

c. The services of a professional contractor for machine processing of tests should be used whenever possible.

d. Test information will be provided by the Education Supervisor in response to specific questions from staff on a need-to-know basis. Results of SAT tests will be reported on forms provided and in accordance with instructions contained in Policy Statement 42.110.1, Inmate Information System.

e. Education test records and materials shall be filed in a secure, central location under the supervision of the staff person responsible for education test programs.

f. The SAT shall be administered to all newly admitted inmates except those committed with a sentence of less than one year, within one month of their arrival at an institution. Administrators of institutions may determine to test newly admitted inmates with a sentence of less than one year if test results are required for program placement and other purposes.

g. Upon transfer, the education supervisor of the sending institution shall insure that relevant education achievement and test data are sent to the education supervisor in the receiving institution.

h. Education personnel involved in test administration, scoring, and interpretation shall receive appropriate training consistent with their needs. Refresher training at least every 3 years shall be provided to persons who use test reports. These training requirements shall be monitored by Regional Education Administrators and reported on in their regular staff assistance visit reports.

i. In addition to test results, observational data, prior experience, interests, and individual needs should play an important part in the placement of inmates in education programs.

j. Achievement test score data should be included in prepration of periodic population profiles to indicate the need for education and related programs. Profiles should be prepared at least annually by all institutions, and more often as needed.

b. Each institution should have a minimum of one occasion per month when outside groups provide in-house entertainment events.

c. In addition to the provisions in section (b), each institution should have a minimum of three occasions per month when community residents participate with offenders in organized recreation activities.

d. Offenders should be utilized as assistant coaches, administrative clerks, equipment clerks, officiators, instructors and general recreation aides where resident interest is expressed and ability is apparent.

9. PLAN OF IMPLEMENTATION. Each supervisor of education, in cooperation with the supervisor of recreation, will submit to the Warden/Director/Superintendent of his institution and the Administrator, Education Branch, Central Office, a local policy statement and plan of action which reflects the goals and program characteristics outlined in this Policy Statement by February 15, 1974.

These local statements and plans become operational upon approval by the Administrator, Education Branch, Bureau of Prisons.

/s/

NORMAN A. CARLSON
Director, Bureau of Prisons
Commissioner, Federal Prison Industries, Inc.

FEDERAL PRISON SYSTEM WASHINGTON, D.C. 20534

Policy Statement

NUMBER 7300.100

DATE 3-18-76

SUBJECT: INMATE MANUSCRIPTS

1. POLICY. It is the policy of the Bureau of Prisons to encourage inmates to use their leisure time for creative writing and to permit the direct mailing of all manuscripts as in the case of ordinary correspondence.

2. DIRECTIVE AFFECTED. Policy Statement 7300.83A dated June 26, 1974, Section 4a and 5a, Paragraphs (1) thru (9) are superseded.

3. DEFINITION. Manuscripts for the purpose of this Policy Statement include fiction, non-fiction, poetry, music and lyrics, drawings and cartoons and other writings.

4. DIRECT MAILING. An inmate is permitted to prepare manuscripts for private use or publication while in custody without institution approval. Manuscripts may be mailed directly as ordinary correspondence, in accordance with the Correspondence Policy Statement, P.S. 7300.1A as amended. The institution may limit the amount of writing work-product accumulated in living areas in the interests of safety or fire prevention.

5. ACTION. Each facility will develop a local policy statement permitting direct mailing of manuscripts as outlined. Copies will be sent to the Regional Director and Assistant Director, Correctional Programs Division, within 30 days of receipt of this Policy Statement.

Norman A. Carlson

NORMAN A. CARLSON
Director, Bureau of Prisons
Commissioner, Federal Prison Industries

COPY

FEDERAL PRISON SYSTEM **WASHINGTON, D.C. 20534**

Policy Statement

NUMBER 7300.115B

DATE 1-16-78

SUBJECT: INMATE ORGANIZATIONS

FPI-MI—9-10-76-2M-6136

1. PURPOSE. To establish guidelines governing the approval and supervision of organized inmate groups. To assure that adequate fund accountability procedures are established and maintained. To re-emphasize the Bureau policy that staff will not accept gifts or renumeration in any form from inmates or inmate organizations.

2. DIRECTIVES AFFECTED. Policy Statement 7300.115A, Inmate Organizations is cancelled. Policy Statement 3712.1, Standards for Employees' Organizations to Establish Accounting and General Guidelines for Employee Organizations is referenced.

3. BACKGROUND. The approval and supervision of organized inmate groups has been the responsibility of each institution.

Department of Justice and Bureau of Prisons audit citations over the past years point to the lack of financial controls. A significant increase in the number and type of these groups indicate a need to establish agency-wide guidelines.

4. APPROVAL. Inmates are authorized to participate in only those organizations which have been recognized and sanctioned by the Warden. Any proposed organization must submit a request to the Warden for recognition prior to becoming active.

The request must be accompanied by the organizations' tentative Constitution and By-laws which must include the provisions of Policy Statement 3712.1, except for the required quarterly financial statement. Any inmate organization which works in opposition to the security, discipline and good order of the institution will not be approved.

5. STAFF SUPERVISION. Every inmate organization must have a staff sponsor. The sponsor will be on official duty status when performing those functions normally associated with such sponsorship (such as scheduling meetings, signing financial reports, and arranging supervision for organization functions). The sponsor's Position Description should reflect the duties of inmate organization sponsorships.

Staff, including the sponsor, may volunteer additional time to work with an inmate organization in a capacity other than sponsor. Such involvement

and work will not be a part of the volunteer's regularly prescribed duties nor be reflected in the volunteer's Position Description.

6. OPERATIONAL REQUIREMENTS.

a. Constitution. Each organization must have a constitution defining its purpose and operations, and the duties and responsibilities of the officers. The constitution is subject to the approval of the Warden and may be amended by the Warden as necessary.

b. Meetings. Meetings shall be held at times which are not competitive with regularly scheduled inmate work and program activities. Meeting schedules must be approved by the Warden or an authorized representative and supervised by a staff member.

c. Activities and Projects. All activities and projects sponsored by the organization must be approved by the Warden. Fund raising projects should be limited to those activities in which the inmate members of the organization are actively engaged in a substantial portion of the work required. Fund-raising projects should not be competitive with the Commissary or interfere with the orderly operation of the institution. In reviewing fund-raising projects for approval, consideration will be given to the additional work-load which will be imposed upon the staff in processing fund withdrawals, and shall not be approved if they will create work beyond the capability of resources available to the institution. Inmate organization funds shall not be used to finance staff members attendance at meetings or to furnish gifts or compensate staff members in any way. Government funds may be used to finance staff members travel expenses for meetings and conventions out of town, provided the staff member is in a duty status, and is directly involved with the inmate organization on a continuing basis.

d. Dues. If dues are collected, the rate and method of collection is subject to the approval of the Warden. Inmates may not be excluded from membership in the organization solely on the basis that they lack funds for dues.

* e. Accountability of Funds. Inmate organizations are required to maintain financial records in accordance with accepted accounting practices. Financial records must be maintained currently to record (1) receipt/income identified by the source (2) expenditures in check form to payee supported by applicable receipts with disbursements approved in accordance with the organization's constitution. All inmate travel in connection with inmate organizations will be in accordance with Federal Travel Regulations and documented by travel voucher. The voucher shall be filed with organization records to support the expenditure. The Warden shall disband inmate organizations that fail to maintain suitable financial records, furnish financial statements or complete the required annual audit. It is the responsibility of each Warden to

insure that financial records and reports are maintained. Financial Records procedures are to be included in the organization's constitution as prescribed by Policy Statement 3712.1. Financial statements shall be prepared by the organization treasurer, presented to the membership of the organization, reviewed by the sponsor and furnished to the Warden by 20 April, 20 July, 20 October, and 20 January each year. Copies shall be furnished the Business Manager.

Audits will be conducted at least once per calendar year by a commercial accounting firm or an employee with accounting experience. After the audit a narrative report will be submitted to the Chief Executive Officer. The Business Manager will maintain copies of each financial statement and annual audit, and will initiate action to assure compliance with these financial record requirements.

f. Special Activities. Special activities such as the inclusion of guests in regular meetings, banquets, participation in community programs or contributions to charitable causes, must be approved by the Warden and will be under the direct supervision of the staff coordinator. Guests shall be required to deposit a cash meal ticket when attending banquets, unless specifically covered by Policy Statement 17615, Guest Meal Tickets.

* g. Annual Report. Each Warden shall forward annually to the Regional Director, a complete list of all active inmate organizations at the close of the fiscal year, with a copy of the annual audit and a copy of the Spetember 30 financial statement. *

7. FINAL AUTHORITY. The Warden of each institution may delegate authority to regulate inmate organizations to the level of Department Head, but retains final responsibility for all decisions regarding inmate organizations.

/s/
NORMAN A. CARLSON
Director

FEDERAL PRISON SYSTEM WASHINGTON, D.C. 20534

Policy Statement

NUMBER 7300.118

DATE 8-9-76

SUBJECT: GUIDELINES FOR THE DEVELOPMENT OF THE TOTAL INSTITUTION SOCIAL EDUCATION EXPERIENCE

1. PURPOSE. To encourage all staff and inmates in the Federal Prison System to develop a greater sense of responsibility for each other and motivation for continued personal growth.

2. DEFINITION. Social education is the process of creating a learning environment composed of experiences by which an individual gains the knowledge, skills and attitude necessary to shape, support and maintain a worthwhile and positive self-image and to interact in responsible ways with other human beings.

3. BACKGROUND. It is recognized that life skills -- interpersonal relationships, communication, self-motivation, realistic goal setting, and a positive basic self concept -- cannot be taught to inmates just prior to release. Realistically, exposure to programs fostering these skills should be available early during the inmate's incarceration and reinforced by all staff contacts throughout his or her stay.

Furthermore, it has been demonstrated that many social education programs, developed and implemented at institutions in the past, have been abandoned due to staff changes.

Institutions need to voluntarily respond to both these concerns by developing plans of action for further implementation of social education throughout Bureau facilities.

Thus, the emphasis becomes two-fold:

a. To raise the level of staff awareness concerning social education so that institutions may identify current initiatives in this area and at the same time analyze future needs which may lead to new implementations.

b. To incorporate the concept of social education into the total institution (involvement of all departments and institutional staff) to provide for consistent and continuing programs.

4. SPECIFIC PROGRAM CHARACTERISTICS. Social education is found in many forms throughout the institution. An experience qualifies as social education if it teaches or reinforces self development and personal growth. Social education encompasses activities which help inmates and staff increase self-understanding, develop realistic self-concepts, and gain appropriate skills in interpersonal relationships and coping with the problems to be faced as consumers, family members, wage earners, and responsible citizens. Four main approaches which should be utilized in fostering social education are:

a. Regularly organized activities which have a written outline with beginning and end dates, dealing with human relations skills; e.g., Positive Mental Attitudes, Self Evaluation for Life Fulfillment, Change Agent, Guides to Better Living, AA, etc.

b. Activities which are periodically scheduled, often on a one time basis, which teach social skills; e.g., Gabriel Richard, Pacific Institute Image Seminar, etc.

c. The positive interpersonal interactions between staff and inmates (positive staff modeling, which should be happening constantly).

d. On-going activities (correctional counseling groups, voluntary groups) which have recognizable elements of social education.

5. STANDARDS. The following standards apply to all institutions who realize the total institution social education experience.

a. Each institution will through a systematic assessment of needs, identify and write objectives which will promote the total institution social education milieu and provide for the greatest number of opportunities for social education.

b. Each department will identify its own activities and experiences that address, teach, or reinforce specific social skills; these should become part of the department's training effort and a subject for continual review at departmental staff meetings.

c. Each inmate during his or her incarceration should be encouraged to assume the responsibility to identify any specific social education needs, set personal goals and decide on involvement in activities, programs and/or work experiences which will assist in reaching these goals.

d. Each institution will develop an approved local system of evaluation for social education. This assessment may include self concept scales and/or correctional institution environment scales as well as participation rates for regularly organized activities.

6. STAFF. It is the responsibility of all Central Office branch administrators to encourage and support their sections becoming involved in the social education process.

It is the regional education administrators' responsibility to monitor institutional progress in this area, and provide assistance in developing programs which are consistent with the principles of social education in their institutions.

The staff and inmate population of each institution, under the leadership of the Warden, are responsible for providing experiences which encourage each individual to seek opportunities for personal growth. All departments of the institution have the responsibility to contribute to the overall social education environment. Involvement may vary from actively presenting or sponsoring programs to supporting other staff and inmate efforts by conveying through word and example the same principles as those set forth in the structured social education programs.

Social education coordinators are designated at each institution by the Warden.

7. REPORTING. Reported activities (RAPS BP 6.2) will be limited to those identified as regularly organized activities as defined in section 4.a. of this policy statement. All other Social Education program activities will be reported via verbal departmental reports.

Monitoring will be done by the Regional Office Education Administrator or his designee through specially requested reports. All official staff assistance visits to institutions will include a report on observable kinds of social interaction; e.g. unit team identification of social education needs, departmental outlines of their contribution to the total-institution social education program, and communications of staff and residents heard and perceived as being positive and building rather than negative and destructive.

8. PLAN OF ACTION. An action plan for developing total institution involvement in social education should be submitted by each participating institution by December 31, 1976. Each institution has the option of requesting Central and Regional Office assistance to develop its plan to further implement social education.

Once the plan has been written, a local policy statement shall be developed and submitted, to the Regional and Central Offices.

Norman A. Carlson

NORMAN A. CARLSON
Director, Bureau of Prisons
Commissioner, Federal Prison Industries, Inc.

Policy Statement

NUMBER 7300.128

DATE 11-22-77

SUBJECT: OPTIONAL PROGRAMMING (EDUCATION/VT)

1. BACKGROUND. It is an explicit assumption of the Bureau of Prisons that inmates can increase the likelihood of their making a successful return to the free world community through participation in a variety of education/VT programs. Further, it is generally accepted that coercion fosters resistance toward, rather than acceptance of, the activity being pressed upon the individual. These considerations have led to the development of an "optional programming" concept as the overriding Bureau of Prisons' program philosophy in the education and vocational training areas.

2. POLICY. It is the policy of the Bureau of Prisons to establish and operate safe, humane institutions for the confinement of Federal law violaters. During their period of incarceration, prisoners shall have an opportunity to use their time constructively. This entails inmates being able to choose from among a wide variety of quality programs, those which would be most helpful in increasing the likelihood of a successful post-release adjustment in the outside community. The process of program selection involves the inmate in a collaborative relationship with the Unit or Classification Team. After a period of exposure to a program for a specified period of time, an inmate can "opt out" without any negative consequences. The specified period of program exposure will not exceed 90 days. The length of the period of trial in a program before opting out should depend on the nature of the program, the inmate's experience and attitude and other options available.

3. DISCUSSION: Optional programming does not mean that inmates can remain idle and do nothing constructive for the period of their incarceration. All inmates will have a full program of either work or other structured activities. Optional programming means that after a discussion with the Unit/Classification Team, an inmate can be placed in an appropriate education/VT program for a period up to 90 days. At the end of this period of time there will be another Unit/Classification Team meeting at which time the inmate can "opt out" without any negative consequences.

4. ACTION:

a. It is incumbent upon correctional staff to develop attractive, quality programs which will encourage inmates to remain in activities which will assist in accomplishing their own goals and help them make a successful return to the free world.

b. Inmates should have maximum choice among programs offered at any particular institution. However, clear-cut criteria for eligibility and acceptance

into a program need to be established and made widely known; such standards are no different than the situation each of us encounters in society.

c. Each institution will establish local policy which will detail (1) the procedures which place inmates in educational/VT programs; (2) the minimum stay in the program before an inmate can "opt out"; (3) the procedures for "opting out".

d. Each inmate's Unit or Classification Team should provide an element of guidance in the program selection process. This is necessary because of the highly select nature of a prison population--one which for the most part has repeatedly experienced failure in a variety of undertakings. For example, inmates who in the past consistently failed to learn to read cannot be expected to know that the BOP reading program is different than the one they knew "on the streets." Consequently, we have an obligation to place an inmate who cannot read into an appropriate school program. We also have an obligation to let offenders "opt out" with no negative consequences if, after a reasonable period of time, the individual continues to reject such a program.

e. Optional programming does <u>not</u> mean that inmates may remain idle for the length of their period of incarceration. All inmates are expected to perform some type of work. Additionally, in unitized institutions, they are also expected to be present at all within-unit activities--e.g., Town Meetings.

f. Any need at the institutional level to deviate from this established policy should be submitted for review by the Assistant Director, Correctional Programs Division <u>prior</u> to implementation.

Norman A. Carlson

NORMAN A. CARLSON
Director
Bureau of Prisons

FEDERAL PRISON SYSTEM WASHINGTON, D.C. 20534

Policy Statement

NUMBER 7300.137

DATE JUN 15 1978

SUBJECT: EDUCATION TESTS: MINIMUM STANDARDS FOR THE ADMINISTRATION, INTERPRETATION AND USE AT ALL BUREAU OF PRISONS' INSTITUTIONS

FPI-MI—9-10-76-2M-6136

1. PURPOSE. To establish minimum standards for an education testing program for federal prisoners and to establish responsibility for the program.

2. DIRECTIVES AFFECTED. Policy Statement 7300.61 is hereby superseded.

3. BACKGROUND. It has been the experience of program administrators during the five years since minimum test standards were established for the Bureau of Prisons that the Revised BETA and the General Aptitude Test Battery (GATB) tests are of special rather than universal value in education program planning for the majority of inmates. The Education Task Force and education administrators have recommended that the Revised BETA and the GATB be discontinued as required tests.

4. ACTION. Supervisors of Education will be responsible for the administration of the Stanford Achievement Test (SAT) to all inmates who can read English. (A non-English version of the SAT is not presently available.)

The Revised BETA and GATB may be administered to selected inmates for specific purposes where it is presumed that the results may be useful, but they are no longer required. Other appropriate education achievement and aptitude tests may be administered, as needed.

Tests administered for psychological purposes are the responsibility of the Chief of Psychology Services; a separate Policy Statement covers the administration of psychological tests.

5. CONTROLS ON TEST ADMINISTRATION AND INTERPRETATION.

a. Standardized tests administered for education purposes shall be supervised by professional staff responsible to the Supervisor of Education. The ratio of testees per staff person shall be in accordance with the standards set by the test publisher. Contract staff may be hired to administer and score tests where such services are warranted. Under no circumstances will inmates be involved in the administration, scoring, interpretation, or clerical handling of standardized tests.

b. Test procedures described in this policy statement do not apply to tests used in specific courses of instruction such as the GED (General Educational Development), general education courses, vocational training, etc.; or to specific tests for court-referred study cases.

c. The services of a professional contractor for machine processing of tests should be used whenever possible.

d. Test information will be provided by the Education Supervisor in response to specific questions from staff on a need-to-know basis. Results of SAT tests will be reported on forms provided and in accordance with instructions contained in Policy Statement 42.110.1, Inmate Information System.

e. Education test records and materials shall be filed in a secure, central location under the supervision of the staff person responsible for education test programs.

f. The SAT shall be administered to all newly admitted inmates except those committed with a sentence of less than one year, within one month of their arrival at an institution. Administrators of institutions may determine to test newly admitted inmates with a sentence of less than one year if test results are required for program placement and other purposes.

g. Upon transfer, the education supervisor of the sending institution shall insure that relevant education achievement and test data are sent to the education supervisor in the receiving institution.

h. Education personnel involved in test administration, scoring, and interpretation shall receive appropriate training consistent with their needs. Refresher training at least every 3 years shall be provided to persons who use test reports. These training requirements shall be monitored by Regional Education Administrators and reported on in their regular staff assistance visit reports.

i. In addition to test results, observational data, prior experience, interests, and individual needs should play an important part in the placement of inmates in education programs.

j. Achievement test score data should be included in prepration of periodic population profiles to indicate the need for education and related programs. Profiles should be prepared at least annually by all institutions, and more often as needed.

b. Each institution should have a minimum of one occasion per month when outside groups provide in-house entertainment events.

c. In addition to the provisions in section (b), each institution should have a minimum of three occasions per month when community residents participate with offenders in organized recreation activities.

d. Offenders should be utilized as assistant coaches, administrative clerks, equipment clerks, officiators, instructors and general recreation aides where resident interest is expressed and ability is apparent.

9. PLAN OF IMPLEMENTATION. Each supervisor of education, in cooperation with the supervisor of recreation, will submit to the Warden/Director/Superintendent of his institution and the Administrator, Education Branch, Central Office, a local policy statement and plan of action which reflects the goals and program characteristics outlined in this Policy Statement by February 15, 1974.

These local statements and plans become operational upon approval by the Administrator, Education Branch, Bureau of Prisons.

/s/

NORMAN A. CARLSON
Director, Bureau of Prisons
Commissioner, Federal Prison Industries, Inc.

FEDERAL PRISON SYSTEM WASHINGTON, D.C. 20534

Policy Statement

NUMBER 7300.100

DATE 3-18-76

SUBJECT: INMATE MANUSCRIPTS

1. POLICY. It is the policy of the Bureau of Prisons to encourage inmates to use their leisure time for creative writing and to permit the direct mailing of all manuscripts as in the case of ordinary correspondence.

2. DIRECTIVE AFFECTED. Policy Statement 7300.83A dated June 26, 1974, Section 4a and 5a, Paragraphs (1) thru (9) are superseded.

3. DEFINITION. Manuscripts for the purpose of this Policy Statement include fiction, non-fiction, poetry, music and lyrics, drawings and cartoons and other writings.

4. DIRECT MAILING. An inmate is permitted to prepare manuscripts for private use or publication while in custody without institution approval. Manuscripts may be mailed directly as ordinary correspondence, in accordance with the Correspondence Policy Statement, P.S. 7300.1A as amended. The institution may limit the amount of writing work-product accumulated in living areas in the interests of safety or fire prevention.

5. ACTION. Each facility will develop a local policy statement permitting direct mailing of manuscripts as outlined. Copies will be sent to the Regional Director and Assistant Director, Correctional Programs Division, within 30 days of receipt of this Policy Statement.

NORMAN A. CARLSON
Director, Bureau of Prisons
Commissioner, Federal Prison Industries

COPY

FEDERAL PRISON SYSTEM **WASHINGTON, D.C. 20534**

Policy Statement

NUMBER 7300.115B

DATE 1-16-78

SUBJECT: INMATE ORGANIZATIONS

FPI-MI—9-10-76-2M-6136

1. PURPOSE. To establish guidelines governing the approval and supervision of organized inmate groups. To assure that adequate fund accountability procedures are established and maintained. To re-emphasize the Bureau policy that staff will not accept gifts or renumeration in any form from inmates or inmate organizations.

2. DIRECTIVES AFFECTED. Policy Statement 7300.115A, Inmate Organizations is cancelled. Policy Statement 3712.1, Standards for Employees' Organizations to Establish Accounting and General Guidelines for Employee Organizations is referenced.

3. BACKGROUND. The approval and supervision of organized inmate groups has been the responsibility of each institution.

Department of Justice and Bureau of Prisons audit citations over the past years point to the lack of financial controls. A significant increase in the number and type of these groups indicate a need to establish agency-wide guidelines.

4. APPROVAL. Inmates are authorized to participate in only those organizations which have been recognized and sanctioned by the Warden. Any proposed organization must submit a request to the Warden for recognition prior to becoming active.

The request must be accompanied by the organizations' tentative Constitution and By-laws which must include the provisions of Policy Statement 3712.1, except for the required quarterly financial statement. Any inmate organization which works in opposition to the security, discipline and good order of the institution will not be approved.

5. STAFF SUPERVISION. Every inmate organization must have a staff sponsor. The sponsor will be on official duty status when performing those functions normally associated with such sponsorship (such as scheduling meetings, signing financial reports, and arranging supervision for organization functions). The sponsor's Position Description should reflect the duties of inmate organization sponsorships.

Staff, including the sponsor, may volunteer additional time to work with an inmate organization in a capacity other than sponsor. Such involvement

and work will not be a part of the volunteer's regularly prescribed duties nor be reflected in the volunteer's Position Description.

6. OPERATIONAL REQUIREMENTS.

a. Constitution. Each organization must have a constitution defining its purpose and operations, and the duties and responsibilities of the officers. The constitution is subject to the approval of the Warden and may be amended by the Warden as necessary.

b. Meetings. Meetings shall be held at times which are not competitive with regularly scheduled inmate work and program activities. Meeting schedules must be approved by the Warden or an authorized representative and supervised by a staff member.

c. Activities and Projects. All activities and projects sponsored by the organization must be approved by the Warden. Fund raising projects should be limited to those activities in which the inmate members of the organization are actively engaged in a substantial portion of the work required. Fund-raising projects should not be competitive with the Commissary or interfere with the orderly operation of the institution. In reviewing fund-raising projects for approval, consideration will be given to the additional work-load which will be imposed upon the staff in processing fund withdrawals, and shall not be approved if they will create work beyond the capability of resources available to the institution. Inmate organization funds shall not be used to finance staff members attendance at meetings or to furnish gifts or compensate staff members in any way. Government funds may be used to finance staff members travel expenses for meetings and conventions out of town, provided the staff member is in a duty status, and is directly involved with the inmate organization on a continuing basis.

d. Dues. If dues are collected, the rate and method of collection is subject to the approval of the Warden. Inmates may not be excluded from membership in the organization solely on the basis that they lack funds for dues.

* e. Accountability of Funds. Inmate organizations are required to maintain financial records in accordance with accepted accounting practices. Financial records must be maintained currently to record (1) receipt/income identified by the source (2) expenditures in check form to payee supported by applicable receipts with disbursements approved in accordance with the organization's constitution. All inmate travel in connection with inmate organizations will be in accordance with Federal Travel Regulations and documented by travel voucher. The voucher shall be filed with organization records to support the expenditure. The Warden shall disband inmate organizations that fail to maintain suitable financial records, furnish financial statements or complete the required annual audit. It is the responsibility of each Warden to

insure that financial records and reports are maintained. Financial Records procedures are to be included in the organization's constitution as prescribed by Policy Statement 3712.1. Financial statements shall be prepared by the organization treasurer, presented to the membership of the organization, reviewed by the sponsor and furnished to the Warden by 20 April, 20 July, 20 October, and 20 January each year. Copies shall be furnished the Business Manager.

Audits will be conducted at least once per calendar year by a commercial accounting firm or an employee with accounting experience. After the audit a narrative report will be submitted to the Chief Executive Officer. The Business Manager will maintain copies of each financial statement and annual audit, and will initiate action to assure compliance with these financial record requirements.

f. Special Activities. Special activities such as the inclusion of guests in regular meetings, banquets, participation in community programs or contributions to charitable causes, must be approved by the Warden and will be under the direct supervision of the staff coordinator. Guests shall be required to deposit a cash meal ticket when attending banquets, unless specifically covered by Policy Statement 17615, Guest Meal Tickets.

* g. Annual Report. Each Warden shall forward annually to the Regional Director, a complete list of all active inmate organizations at the close of the fiscal year, with a copy of the annual audit and a copy of the Spetember 30 financial statement. *

7. FINAL AUTHORITY. The Warden of each institution may delegate authority to regulate inmate organizations to the level of Department Head, but retains final responsibility for all decisions regarding inmate organizations.

/s/
NORMAN A. CARLSON
Director

FEDERAL PRISON SYSTEM WASHINGTON, D.C. 20534

Policy Statement

NUMBER 7300.118

DATE 8-9-76

SUBJECT: GUIDELINES FOR THE DEVELOPMENT OF THE TOTAL INSTITUTION SOCIAL EDUCATION EXPERIENCE

1. PURPOSE. To encourage all staff and inmates in the Federal Prison System to develop a greater sense of responsibility for each other and motivation for continued personal growth.

2. DEFINITION. Social education is the process of creating a learning environment composed of experiences by which an individual gains the knowledge, skills and attitude necessary to shape, support and maintain a worthwhile and positive self-image and to interact in responsible ways with other human beings.

3. BACKGROUND. It is recognized that life skills -- interpersonal relationships, communication, self-motivation, realistic goal setting, and a positive basic self concept -- cannot be taught to inmates just prior to release. Realistically, exposure to programs fostering these skills should be available early during the inmate's incarceration and reinforced by all staff contacts throughout his or her stay.

Furthermore, it has been demonstrated that many social education programs, developed and implemented at institutions in the past, have been abandoned due to staff changes.

Institutions need to voluntarily respond to both these concerns by developing plans of action for further implementation of social education throughout Bureau facilities.

Thus, the emphasis becomes two-fold:

a. To raise the level of staff awareness concerning social education so that institutions may identify current initiatives in this area and at the same time analyze future needs which may lead to new implementations.

b. To incorporate the concept of social education into the total institution (involvement of all departments and institutional staff) to provide for consistent and continuing programs.

4. SPECIFIC PROGRAM CHARACTERISTICS. Social education is found in many forms throughout the institution. An experience qualifies as social education if it teaches or reinforces self development and personal growth. Social education encompasses activities which help inmates and staff increase self-understanding, develop realistic self-concepts, and gain appropriate skills in interpersonal relationships and coping with the problems to be faced as consumers, family members, wage earners, and responsible citizens. Four main approaches which should be utilized in fostering social education are:

a. Regularly organized activities which have a written outline with beginning and end dates, dealing with human relations skills; e.g., Positive Mental Attitudes, Self Evaluation for Life Fulfillment, Change Agent, Guides to Better Living, AA, etc.

b. Activities which are periodically scheduled, often on a one time basis, which teach social skills; e.g., Gabriel Richard, Pacific Institute Image Seminar, etc.

c. The positive interpersonal interactions between staff and inmates (positive staff modeling, which should be happening constantly).

d. On-going activities (correctional counseling groups, voluntary groups) which have recognizable elements of social education.

5. STANDARDS. The following standards apply to all institutions who realize the total institution social education experience.

a. Each institution will through a systematic assessment of needs, identify and write objectives which will promote the total institution social education milieu and provide for the greatest number of opportunities for social education.

b. Each department will identify its own activities and experiences that address, teach, or reinforce specific social skills; these should become part of the department's training effort and a subject for continual review at departmental staff meetings.

c. Each inmate during his or her incarceration should be encouraged to assume the responsibility to identify any specific social education needs, set personal goals and decide on involvement in activities, programs and/or work experiences which will assist in reaching these goals.

d. Each institution will develop an approved local system of evaluation for social education. This assessment may include self concept scales and/or correctional institution environment scales as well as participation rates for regularly organized activities.

6. STAFF. It is the responsibility of all Central Office branch administrators to encourage and support their sections becoming involved in the social education process.

It is the regional education administrators' responsibility to monitor institutional progress in this area, and provide assistance in developing programs which are consistent with the principles of social education in their institutions.

The staff and inmate population of each institution, under the leadership of the Warden, are responsible for providing experiences which encourage each individual to seek opportunities for personal growth. All departments of the institution have the responsibility to contribute to the overall social education environment. Involvement may vary from actively presenting or sponsoring programs to supporting other staff and inmate efforts by conveying through word and example the same principles as those set forth in the structured social education programs.

Social education coordinators are designated at each institution by the Warden.

7. REPORTING. Reported activities (RAPS BP 6.2) will be limited to those identified as regularly organized activities as defined in section 4.a. of this policy statement. All other Social Education program activities will be reported via verbal departmental reports.

Monitoring will be done by the Regional Office Education Administrator or his designee through specially requested reports. All official staff assistance visits to institutions will include a report on observable kinds of social interaction; e.g. unit team identification of social education needs, departmental outlines of their contribution to the total-institution social education program, and communications of staff and residents heard and perceived as being positive and building rather than negative and destructive.

8. PLAN OF ACTION. An action plan for developing total institution involvement in social education should be submitted by each participating institution by December 31, 1976. Each institution has the option of requesting Central and Regional Office assistance to develop its plan to further implement social education.

Once the plan has been written, a local policy statement shall be developed and submitted, to the Regional and Central Offices.

Norman A. Carlson

NORMAN A. CARLSON
Director, Bureau of Prisons
Commissioner, Federal Prison Industries, Inc.

FEDERAL PRISON SYSTEM WASHINGTON, D.C. 20534

Policy Statement

NUMBER 7300.128

DATE 11-22-77

SUBJECT: OPTIONAL PROGRAMMING (EDUCATION/VT)

1. BACKGROUND. It is an explicit assumption of the Bureau of Prisons that inmates can increase the likelihood of their making a successful return to the free world community through participation in a variety of education/VT programs. Further, it is generally accepted that coercion fosters resistance toward, rather than acceptance of, the activity being pressed upon the individual. These considerations have led to the development of an "optional programming" concept as the overriding Bureau of Prisons' program philosophy in the education and vocational training areas.

2. POLICY. It is the policy of the Bureau of Prisons to establish and operate safe, humane institutions for the confinement of Federal law violaters. During their period of incarceration, prisoners shall have an opportunity to use their time constructively. This entails inmates being able to choose from among a wide variety of quality programs, those which would be most helpful in increasing the likelihood of a successful post-release adjustment in the outside community. The process of program selection involves the inmate in a collaborative relationship with the Unit or Classification Team. After a period of exposure to a program for a specified period of time, an inmate can "opt out" without any negative consequences. The specified period of program exposure will not exceed 90 days. The length of the period of trial in a program before opting out should depend on the nature of the program, the inmate's experience and attitude and other options available.

3. DISCUSSION: Optional programming does not mean that inmates can remain idle and do nothing constructive for the period of their incarceration. All inmates will have a full program of either work or other structured activities. Optional programming means that after a discussion with the Unit/Classification Team, an inmate can be placed in an appropriate education/VT program for a period up to 90 days. At the end of this period of time there will be another Unit/Classification Team meeting at which time the inmate can "opt out" without any negative consequences.

4. ACTION:

a. It is incumbent upon correctional staff to develop attractive, quality programs which will encourage inmates to remain in activities which will assist in accomplishing their own goals and help them make a successful return to the free world.

b. Inmates should have maximum choice among programs offered at any particular institution. However, clear-cut criteria for eligibility and acceptance

into a program need to be established and made widely known; such standards are no different than the situation each of us encounters in society.

c. Each institution will establish local policy which will detail (1) the procedures which place inmates in educational/VT programs; (2) the minimum stay in the program before an inmate can "opt out"; (3) the procedures for "opting out".

d. Each inmate's Unit or Classification Team should provide an element of guidance in the program selection process. This is necessary because of the highly select nature of a prison population--one which for the most part has repeatedly experienced failure in a variety of undertakings. For example, inmates who in the past consistently failed to learn to read cannot be expected to know that the BOP reading program is different than the one they knew "on the streets." Consequently, we have an obligation to place an inmate who cannot read into an appropriate school program. We also have an obligation to let offenders "opt out" with no negative consequences if, after a reasonable period of time, the individual continues to reject such a program.

e. Optional programming does not mean that inmates may remain idle for the length of their period of incarceration. All inmates are expected to perform some type of work. Additionally, in unitized institutions, they are also expected to be present at all within-unit activities--e.g., Town Meetings.

f. Any need at the institutional level to deviate from this established policy should be submitted for review by the Assistant Director, Correctional Programs Division prior to implementation.

Norman A. Carlson

NORMAN A. CARLSON
Director
Bureau of Prisons

FEDERAL PRISON SYSTEM WASHINGTON, D.C. 20534

Policy Statement

NUMBER 7300.137

DATE JUN 15 1978

SUBJECT: EDUCATION TESTS: MINIMUM STANDARDS FOR THE ADMINISTRATION, INTERPRETATION AND USE AT ALL BUREAU OF PRISONS' INSTITUTIONS

FPI-MI—9-10-76-2M-6136

1. PURPOSE. To establish minimum standards for an education testing program for federal prisoners and to establish responsibility for the program.

2. DIRECTIVES AFFECTED. Policy Statement 7300.61 is hereby superseded.

3. BACKGROUND. It has been the experience of program administrators during the five years since minimum test standards were established for the Bureau of Prisons that the Revised BETA and the General Aptitude Test Battery (GATB) tests are of special rather than universal value in education program planning for the majority of inmates. The Education Task Force and education administrators have recommended that the Revised BETA and the GATB be discontinued as required tests.

4. ACTION. Supervisors of Education will be responsible for the administration of the Stanford Achievement Test (SAT) to all inmates who can read English. (A non-English version of the SAT is not presently available.)

The Revised BETA and GATB may be administered to selected inmates for specific purposes where it is presumed that the results may be useful, but they are no longer required. Other appropriate education achievement and aptitude tests may be administered, as needed.

Tests administered for psychological purposes are the responsibility of the Chief of Psychology Services; a separate Policy Statement covers the administration of psychological tests.

5. CONTROLS ON TEST ADMINISTRATION AND INTERPRETATION.

a. Standardized tests administered for education purposes shall be supervised by professional staff responsible to the Supervisor of Education. The ratio of testees per staff person shall be in accordance with the standards set by the test publisher. Contract staff may be hired to administer and score tests where such services are warranted. Under no circumstances will inmates be involved in the administration, scoring, interpretation, or clerical handling of standardized tests.

b. Test procedures described in this policy statement do not apply to tests used in specific courses of instruction such as the GED (General Educational Development), general education courses, vocational training, etc.; or to specific tests for court-referred study cases.

c. The services of a professional contractor for machine processing of tests should be used whenever possible.

d. Test information will be provided by the Education Supervisor in response to specific questions from staff on a need-to-know basis. Results of SAT tests will be reported on forms provided and in accordance with instructions contained in Policy Statement 42.110.1, Inmate Information System.

e. Education test records and materials shall be filed in a secure, central location under the supervision of the staff person responsible for education test programs.

f. The SAT shall be administered to all newly admitted inmates except those committed with a sentence of less than one year, within one month of their arrival at an institution. Administrators of institutions may determine to test newly admitted inmates with a sentence of less than one year if test results are required for program placement and other purposes.

g. Upon transfer, the education supervisor of the sending institution shall insure that relevant education achievement and test data are sent to the education supervisor in the receiving institution.

h. Education personnel involved in test administration, scoring, and interpretation shall receive appropriate training consistent with their needs. Refresher training at least every 3 years shall be provided to persons who use test reports. These training requirements shall be monitored by Regional Education Administrators and reported on in their regular staff assistance visit reports.

i. In addition to test results, observational data, prior experience, interests, and individual needs should play an important part in the placement of inmates in education programs.

j. Achievement test score data should be included in prepration of periodic population profiles to indicate the need for education and related programs. Profiles should be prepared at least annually by all institutions, and more often as needed.

6. CONTROLS ON TESTING FOR RESEARCH. The Administration of education tests for research purposes, other than the SAT, will be authorized in accordance with Bureau Policy Statement 6110.1A "Research".

7. METROPOLITAN CORRECTIONAL CENTERS SHALL BE EXEMPT FROM THE PROVISIONS OF THIS POLICY STATEMENT.

Norman A Carlson

NORMAN A. CARLSON
Director, Bureau of Prisons
Commissioner, Federal Prison
Industries, Inc.

COPY

FEDERAL PRISON SYSTEM **WASHINGTON, D.C. 20534**

Policy Statement

NUMBER 7500.20B

DATE 11-16-71

SUBJECT: WORK/STUDY RELEASE POLICIES AND PROCEDURES

FPI-MI—9-10-76-2M-6136

1. PURPOSE. To revise and expand existing policies and procedures in accordance with current assessments of operating experience.

2. DIRECTIVES AFFECTED.

   a. Policy Statement 7500.20A, dated 4/4/67 - hereby cancelled.

   b. Policy Statement 7500.26, dated 12/4/67 - hereby cancelled.

3. POLICY.

   a. Work Release and Study Release are correctional tools to serve those offender's needs for which there are resources available in the community. These inmate needs fall in three categories:

      1. Temporary

         a. Release funds
         b. Extension of institutional training or education

      2. Transitional

         a. Community re-orientation
         b. Use of community resources for problem solving

      3. Permanent

         a. Entry or return into stable employment or educational program
         b. Re-establishment of family and community ties

      Since most Work/Study Release institutions release limited members to the local community, category (1) is applicable to the bulk of participants; (2) is applicable to a limited number; and (3) is applicable only to those being released to the local community. Therefore, where suitable contract Work/Study Release facilities exist, or can be developed in a candidate's home area, he should not be placed in the institutional work/study release program.

   b. Only the Warden, Director, or Superintendent is empowered to admit an inmate to Work/Study Release status or to remove him. Administrative responsibility should be delegated to the Associate Warden or the Associate Warden (Program), and daily operational responsibility for managing Work/Study Release should be delegated to the Chief of Classification and Parole at each institution.

4. ADMINISTRATION.

a. All inmates admitted to Work/Study Release status remain in the custody of the Attorney General. An inmate who willfully absconds shall be processed as an escapee. (See Policy Memorandum 7300.7, dated 8/2/66.)

Each job must meet acceptable community wage standards and adequately fulfill the program goals for the inmate involved.

Work releasees shall not be employed as strike breakers, or under working conditions at less than acceptable minimum standards, or in any other situations that would evoke adverse public reaction towards the inmate, the Prison Service, or the Government.

b. Community Relations. It is essential that the Chief Executive Officer and staff promote public understanding and support for the Work/Study Release program wherever it exists. In part, this is a matter of developing and maintaining communications networks for the purpose of imparting basic information, interpreting the aims of Work/Study Release and explaining its role in the total correctional process. It is important that institutions take this into account in designing staff training and development programs. Total staff involvement in Work/Study Release plays a significant role in the professional growth of Bureau employees.

It is no less important that the official and other important segments of the community be kept advised of progress, modifications and program innovations. To realize the program's full potential and to guard against any tendency on the part of employers and others to over-protect Work/Study Release inmates, the understanding and continuing good will of community groups must be maintained.

In line with the requirements that consultations with unions be carried out before inmates are placed in Work Release positions, it is emphasized that this requirement applies to government employee unions, as well as those in private industry. It is the responsibility of each Chief Executive Officer to insure that these consultations are carried out as prescribed.

c. Selection

1. General qualifications.

a. Any inmate wishing to be considered for Work/Study Release must apply on the prescribed form.

b. Candidate shall be physically and mentally capable of performing the work (study) approved for him.

c. Candidate shall have demonstrated a level of responsibility which will provide reasonable assurance that he will comply fully with all requirements of the program.

2. Custody. Full minimum custody is a prerequisite in all cases. Inmates who have been designated Special Offenders in accordance with Policy Statement 7900.47 must be referred to the Assistant Director, Correctional Programs Division, for approval. Similarly, inmates whose presence in the community would attract adverse public reaction must be referred to the Regional Director for approval.

Inmates convicted of serious crimes against the person or whose records include such offenses and inmates whose offenses involved violations of financial trust may be approved by the Warden for Work/Study Release, but a special memorandum must be written to the record outlining the reasons for placement. *

3. Physical conditions. The candidate for Work Release shall be in good health and physically able to perform the proposed assignments. This requirement should not preclude the use of Work Release as an unusual opportunity to aid a physically handicapped person in obtaining community employment consistent with his capabilities.

4. Emotional and behavioral factors. Candidates with serious emotional or personality defects and those with histories of violent or assaultive behavior will be excluded. However, Work/Study Release may be considered, under limited circumstances, for others who are mentally or emotionally handicapped and who are not dangerous to others, when it is apparent that community employment or training will significantly aid their post-release adjustment.

5. Type of Work. There need be no general restrictions on the kinds of work release jobs for which candidates may be considered. The expectation is that the job selected will be that which best fulfills the purpose of Work Release in each case, consistent with the fact that the employed inmate is still in custody. Good employment placement will give preference to jobs that are related to prior training, work experience, or institutional training and may be suitable for continuing post-release employment. The "break-even" point between wages and expenses will tend to eliminate temporary, part-time, and intermittent employment; except when combined with a study release program.

6. Duration. When used for pre-release purposes, Work Release placements shall be limited ordinarily to a period of approximately six months immediately preceding the probable release date. The optimum period will probably be three to six months. Exceptions can be made when fully justified.

When Study Release is on a part-time basis (as attendance at evening classes), the same time limitation applies. When participation is to * be on a full-time basis in excess of one academic year, prior approval of the Regional Case Management Administrator must be obtained.

7. Transfers. Inmates shall be recommended for transfer to an institution operating a Work/Study Release program, so long as all other eligibility requirements for transfer are met. (For instructions pertaining to transfers to non-federal facilities, see Policy Statement 7550.20A).

d. Transportation. All transportation arrangements shall be approved by the Chief Executive Officer. Where possible, commercial transportation shall be used. When use of commercial transportation is not feasible and institutional vehicles must be used, a charge comparable to commercial transportation shall be made to the inmate and appropriate records will be maintained to support reimbursements.

The Chief Executive Officer is authorized to waive transportation and/or subsistence reimbursements at his discretion, when such a waiver is warranted, i.e., low salary, unusual work expenses, etc. Such waivers of transportation and/or subsistence reimbursements should be documented.

e. Institutional Activities. While in the institution during non-work hours, Work/Study Release inmates shall be encouraged to participate in institutional activities, especially those which will promote their capacity to adjust in the community.

Good time. Industrial and Camp Good Time are not legally applicable to Work Release. However, Work/Study Release inmates and residents of Pre-Release Guidance Centers, Community Treatment Centers, and Contract Facilities may be awarded Meritorious Good Time at "Camp Good Time" rates. Inmates earning "extra" good time of any kind may have it converted to Meritorious Good Time at the appropriate "Camp" rate upon entering Work Release, a PRGC, CTC, or Contract Facility. They shall continue to be awarded Meritorious Good Time so long as they fulfill all expectations of conduct, attitude, and performance. Inmates not earning "extra" good time at the time of their assignment to Work/Study Release or admission to a PRGC, CTC, or Contract Facility may qualify for an award of Meritorious Good Time during participation, as above.

f. Follow-up. Field checks should be made at reasonable intervals on community trainees and work placements. While these checks should not disturb the training or work program, the underlying purposes of them are to provide supervision of the person in the program, to assure that the placement is satisfactory and to develop and maintain a relationship in which responsibilities for the program are shared.

g. Community Activities. The full potential of Work/Study Release, for certain offenders, will be realized when regular employment or training becomes the means of providing a programmed and supervised transition to community life. On the basis of individual needs and case management goals, the program is aimed at the offender's progressive self-sufficiency in the community. Accordingly, participation in community religious, educational, social, civic, and recreational activities may be considered when there is reason to believe that such participation will contribute significantly to the offender's learning and exercise of personal responsibility. Similarly, within the statutory 30 day limit, furloughs may be authorized as program resources, but not as rewards.

h. Clothing. The Work/Study Release inmate shall be outfitted with clothing suitable for the kind of work or other placement at which he will be employed. Work/Study Release inmates shall purchase with their own funds all supplemental and replacement clothing. This may be purchased through regular institution Commissary procedures or directly from outside cash commercial sources. Civilian clothing shall not be worn by Work/Study Release inmates inside the institution. Special arrangements must be made for lockers, clothing change and laundry service.

i. Laundry Services. The institution may provide laundry service for Work/Study Release clothing provided the same supervisory control is exercised over these civilian style clothes as is now exercised over Officers' Uniform Clothing. Generally, this

service is extended with the initial issue and until the Work/Study Releasee gets established on his job and earnings are received. Then commercial laundromat, or other arrangements may be worked out by Work/Study Releasees with the Work/Study Release Coordinator to fit the needs and facilities available. Payment for such services should be direct to the commercial firm by the work/study releasee or through the Coordinator at the time the laundry is picked up or as soon thereafter as possible and the institution should in no event get involved in contributing to the vendor through institution accounts. The Work/Study Release Coordinator will be responsible for arranging pick-up and delivery schedules and making other arrangements as required.

j. Guidance and Counseling. To the fullest extent possible, guidance and counseling services shall be made available to Work/Study Release inmates. Often there will be special and immediate needs for such services arising from problems on the job and working conditions in addition to the usual range of personal and family matters. Caseworkers' hours should be scheduled to permit no less than weekly contact with all Work/Study Releasees, and these contacts will ordinarily include a combination of both group and individual guidance.

k. Terminations. The removal of an inmate from Work/Study Release for willful negligence or misconduct is as much a case management decision as was the approval of his entering the program in the first place. He should be required to live up to the rules and expectations of the program. While a double standard of conduct is to be avoided within the institution, the status of a Work/Study Release inmate is different. As a guiding principle, the judgements and standards which underlie counseling and removal decisions should be more closely identified with those appropriate to the effective management of a parolee than with adherence to traditional prison discipline.

l. Money. All financial transactions shall be conducted in accordance with standard policies and procedures as outlined in the Accounting Management Manual.

Daily subsistence will be paid as provided by law and in the amounts established by the Director, but work release inmates shall not be required or permitted to reimburse the institution except for additional expenses incurred in the Work Release Program such as transportation when using Government vehicles to and from the Work Releasee's place of employment.

The Bureau of Prisons, through planning with the institution Supervisor of Education, may participate in payment for educational courses that lead directly to development, or increase, of a saleable occupational skill, in accordance with Policy Statement

7300.56, dated 7/13/70.

m. Reports and Records. It shall be the responsibility of the Classification and Parole Department to coordinate essential documentation of the Work/Study Release program. It is important that planning for Work/Study Release placement begin at initial classification as would consideration for any other institutional and community program. Classification Studies, Progress Reports and other communications must clearly explain the purpose and full meaning of placement in, and the removal from, community-based programs. Progress in these programs needs to be spelled out and interpreted with reference to readiness for parole, treatment needs, relevance to release planning, and relationship to goals set at the time of initial classification.

Institutions need only to complete RAPS form BP-6.2 and ETS form BP-7.1 to satisfy all Central Office reporting requirements for Work Release and Study Release. While no other reporting forms are required by Central Office, institutions will wish to retain Application and Agreement and Assignment under the Work Release (BP-CS-1) and the Report of Removal (BP-CS-3) for purposes of program management. Copies of the latter two forms are not to be forwarded to the Bureau.

n. Compensation. Bureau General Counsel is of the opinion that, since a work releasee injured on the job is not employed by Federal Prison Industries nor involved in any work activity in connection with the maintenance or operation of the institution where confined, he is not eligible for compensation under the Inmate Accident Compensation procedures. Generally, work release inmates who are injured in work related accidents will be covered by state workman's compensation laws. Unfortunately, compensation laws vary between states and many states exempt employers having fewer than a specified number of employees. We should not insist, however, that employers or prospective employers be covered by workman's compensation laws or by an insurance arrangement to cover injured employees as this approach could hinder the work release program. It is felt that inmates assigned to work release should be made aware that in the event of an on-the-job accident, any claims arising will be a matter between employee and employer; the Federal Government assumes no responsibility for the injury, but may provide medical treatment while the inmate remains in the custody of the Attorney General.

5. DELEGATION OF AUTHORITY. Wardens, Directors, and Superintendents are delegated authority to implement this Policy Statement, except where the Bureau or Regional Office retains approval for placements of specific types of offenders. There should also be referred to the Regional Office for decision any other cases in which appropriateness of Work/Study Release is in doubt. The Regional Director has the authority to approve an inmate housed in a contract facility for Work/Study Release placement.

/s/
NORMAN A. CARLSON
Director, Bureau of Prisons
Commissioner, Federal Prison Industries, Inc.

Policy Statement

NUMBER 7500.25C

DATE 7-30-76

SUBJECT: INMATE PARTICIPATION IN COMMUNITY ACTIVITIES

1. PURPOSE. To provide clarification of policy with respect to inmate participation in community activities.

2. DIRECTIVES AFFECTED. Policy Statement 7500.25B, Inmate Participation in Community Activities, dated August 15, 1975, is hereby cancelled. Policy Statement 7300.112, Custody Classifications is referenced. Policy Statement 7300.12D, Furloughs, is referenced.

3. POLICY. It is the policy of the Bureau of Prisons to allow selected inmates to participate in community activities which contribute to their personal programs and promote a better public understanding of the corrections process.

4. ACTION. Because of an increasing awareness of the benefits which accrue both to the inmate participants and to the institutional staff itself, institutional administrators are encouraged to develop programs to provide more community exposure to individual inmates.

5. BACKGROUND. Many facilities receive a considerable number of requests from community or institutional groups for inmates to participate in community activities. Under past procedures such requests could not be honored except in unusual and carefully controlled circumstances. Each institution should establish a procedure for reviewing requests for inmate participation to determine the appropriateness of the participation and to screen prospective participants.

6. IMPLEMENTATION. In administering the program the following guidelines should be followed:

   a. Types of Requests. Only requests from established groups should be honored. Inmate organizations which have counter-parts in the community such as A.A., Gavel Club, Jay Cees, Narcotic Addiction Treatment Centers and religious organizations are well known. However, all requests for appearances which appear to be valid must be thoroughly investigated by a full time staff member and be approved by the Chief Executive Officer or his delegated representative.

b. Public Appearances. Inmates should appear in no situations in which they are exploited due to their status, their prior criminality or one in which their past life is held open to ridicule. Activities should be limited to those areas and topics in which the inmate can make a viable contribution.

c. Custody. Only those inmates with minimum and community custody will be permitted to participate in community activities. Escorts will be required for minimum custody inmates as directed in Policy Statement 7300.112, Custody Classifications.

d. Staff Participation. It is recommended that a full time staff member accompany an inmate to an activity in which the inmate is to give a speech or perform in some manner.

e. Religious Activities. It is desirable for inmates to participate in community-based religious activities on an extended and continuing basis. It is preferred that inmates participating in such activities be accompanied by chapel volunteers approved by the institution. The volunteer will be a member of the approved community religious organization and will be under the supervision of an institution Chaplain. Escorts will be the same sex as the inmate except when members of the same family are sponsoring the activity. Inmates participating in activities sponsored by a volunteer must meet furlough eligibility requirements and be placed on furlough for each activity. Minimum custody inmates may participate in such activities only when under the supervision of a full time staff member as required by Policy Statement 7300.112, Custody Classification.

f. Limitations. Inmates should travel no farther than the normal commuting distance for the area in which the institution is located. They should be able to leave the institution, participate in the activity, and return to the institution at a reasonable hour.

g. Selection of Inmates.

(1) Persons identified as Central Monitoring Cases must be referred to the Assistant Director, Correctional Programs Division for approval.

(2) Those persons whose presence in the community would attract undue public attention may be approved by the Warden, but a special memorandum must be written for the file giving the rationale for approval.

(3) Persons convicted of serious crimes against the person may be approved by the Warden, but a special memorandum must be written for the file giving the rationale for approval.

(4) If the inmate is allowed to participate in the program without staff escort, the inmate is to be on furlough and must meet the selection criteria set forth in Policy Statement 7300.12D. Furloughs granted for community activities under this policy may be in addition to furloughs granted under Policy Statement 7300.12D, Furloughs.

7. THIS POLICY STATEMENT HAS BEEN TRANSLATED INTO SPANISH.

for NORMAN A. CARLSON
Director, Bureau of Prisons
Commissioner, Federal Prison Industries, Inc.

BUREAU OF PRISONS **WASHINGTON, D. C. 20537**

Policy Statement

8320.2B

6-14-74

SUBJECT: ON-THE-JOB TRAINING PROGRAMS

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1. PURPOSE. To continue and improve on-the-job training programs and to delineate those factors which will identify training programs having a high level of integrity and quality.

2. DIRECTIVE AFFECTED. Policy Statement 8320.2A is hereby superseded.

3. POLICY. On-the-job training is a means of teaching a marketable skill. To fully utilize institutional resources, programs other than pure vocational training must be developed and structured to provide marketable skill training.

4. ACTION. On-the-job training programs will be established in each institution.

   a. Associate Wardens, Department Heads and Supervisors of Education will review the training potential in each shop. In those shops that have training potential, the education staff will then determine the behavioral goals or performance tasks which can realistically be accomplished by the trainer. Assignments will be made to on-the-job training only when the program has been approved by the Supervisor of Education.

   b. Once the performance tasks have been identified, it is the responsibility of the educator to design a program so that men assigned to training will have an opportunity to complete the training prior to release from the institution.

   c. On-the-job training assignments will be made to meet the marketable skill needs of those individuals having this correctional deficit. Assignments will be made to on-the-job training only when there is an identifiable need and it is recommended by the treatment team.

   d. When a man has completed the training, a certificate will be issued only when a member of the educational staff has evaluated the man's performance by visual testing of the performance tasks to measure the man's level of ability to perform. Upon the recommendation of the education staff, a certificate will be issued.

e. A man assigned to training by the treatment team as part of his program plan will be afforded an opportunity to participate in all aspects of this plan. If it has been determined that a correctional deficiency exists which is to be satisfied and requires the attendance of the individual in an activity, then arrangements must be made with the trainer and the Department Head to assure the individual's participation in the program. The total number assigned to each on-the-job training area should be kept to a realistic number in order to maintain quality instruction.

f. The trainer will be responsible primarily for the teaching of job performance tasks. He will not undertake classroom teaching on a scheduled basis. Any academic instruction that requires at least one hour per week will be conducted by the supportive education staff. This does not preclude incidental academic instruction on the part of the trainer in teaching performance tasks.

g. The educational supervisor shall be responsible for maintaining the quality and integrity of the training program and it shall be his responsibility to recommend approval or elimination of programs. If, in his opinion, a program does not meet either the performance tasks established or the quality of instruction established, then he has the responsibility to recommend to the Associate Warden concerned the discontinuance of the program. It is the responsibility of all department heads to periodically evaluate the on-the-job training programs to assure a high level of program integrity.

h. Every effort will be made to utilize skills learned in the formal vocational training program in follow-on assignments to maintenance and industries programs. Such integration of program planning provides the greatest opportunity for maximum use of institutional resources.

i. On-the-job training is also a useful vehicle for helping to prepare residents to engage subsequently in an approved apprenticeship program if such program exists at the institution.

j. This program will require changes to the position descriptions and performance standards of the employees involved. Annual Performance Evaluations should include consideration of the effectiveness in this area. The Supervisor of Education should discuss the performance of each trainer with the trainer's supervisor on a continuing basis. The supervisor should review with the employee any problem areas and achievements discussed.

k. These program activities will be reviewed by Regional Office staff members during staff assistance visitations.

l. Machinery and equipment used in these programs will be furnished by the institutions. Federal Prison Industries will not fund any machinery or equipment acquisitions for these programs.

NORMAN A. CARLSON
Director, Bureau of Prisons
Commissioner, Federal Prison Industries, Inc.

1. SCOPE. OJT Programs apply to all activities used to support institutional maintenance. Such activities are distinctly separate and apart from formalized vocational training programs.

2. LIMITATIONS. On-the-job training activities will be restricted to those functions which support the maintenance of the institution. Training activities will include only those tasks which are used routinely in the day-to-day operation of institutional maintenance. Additional job tasks over and above those normally carried out in institutional maintenance are not to be assigned to the OJT program. Inmates will be assigned to institutional support functions as determined by institutional staff. (For clarification refer to Par. 4-C&E.) For example, if an assignment is made to food services the inmate will be primarily assigned to perform institutional support duties. OJT programs which may result from this assignment will be developed after the inmate is on the job. The desirable aspect of this procedure is that the inmate may become self-motivated to participate in the program and/or the work supervisor will identify inmates who have the talent and/or interest and then provide training activities. Note: Such assignment does not preclude any future placement in a formal vocational training program.

3. PROPOSED ACTIONS. The first step required to implement this guideline is to identify job performance tasks routinely performed in the day-to-day support of institutional maintenance functions. The identification of these tasks must be stated in behavioral and measurable terms. e.g. can the student perform a horizontal weld to withstand 70 lbs. of pressure? Is he able to set up a machine within a 30 minute time period? Can he tune up an eight cylinder engine with an air-conditioning unit attached within 45 minutes? An outline of the task provides the key steps in the design of an on-the-job training program.

Once the performance tasks for a specific work area have been written by selected field personnel, the Regional Office will distribute a copy of the tasks to other institutions. This action will enable each institution to establish OJT programs without duplication of effort.

4. RESPONSIBILITIES. The education staff in the Regional Office, will be responsible for the administration of this program. However, since this program encompasses many facets of the total institutional operations, individuals involved in the preparation of program plans are free to request assistance from Regional Office staff members who would have direct interest in such planning. For example, in an OJT in the area of Mechanical Services, consultation would involve the Regional Facilities Administrator.

5. EVALUATION. Each institution is requested to designate a member of the educational staff, preferably a related trades instructor who will upon the request of the work supervisor, evaluate an inmate's performance in each of those tasks recommended by the supervisor. For example, at the request of the supervisor, the related trades instructor will ask the inmate to perform those tasks recommended by his supervisor. If the inmate satisfactorily performs the stated tasks, then the related trades instructor will place a record of this achievement on the Bureau's Educational Reporting System.

6. ACTIONS TO BE TAKEN.

a. Each institution should coordinate on a continuing basis with the Regional Office education staff the operational status of all approved OJT units.

b. Approval and continuation and/or discontinuation of OJT units should be coordinated with the Regional Office education staff.

c. The work supervisor, in coordination with a related trades instructor will identify the job performance tasks that are routinely performed in the work area. In conjunction with writing performance tasks in any selected maintenance support area, the work supervisor and the related trades instructor are requested to identify teaching aids that support the teaching of OJT tasks. These teaching aids, when obtained, will be placed in the work areas so inmates or work supervisors may use them as the need arises.